BOARD OF TRUSTEES

AGENDA

Board of Education
Meeting

May 14, 2020
Agenda Index

A. Superintendent’s Priority Items
B. Trustee Items
C. Closed Session (Closed to Public)
D. Academic Services
E. School Offices
F. Strategy and Innovation
G. Human Resources
H. Business Operations
I. Finance
J. Other
K. Policy
L. Superintendent’s Information Items

MEMBERS OF THE BOARD OF EDUCATION

Sue Deigaard, President
Wanda Adams, First Vice President
Judith Cruz, Second Vice President
Dr. Patricia K. Allen, Secretary
Dani Hernandez, Assistant Secretary
Kathy Blueford-Daniels
Holly Maria Flynn Vilaseca
Elizabeth Santos
Anne Sung

Grenita Lathan, Ph.D., Interim Superintendent of Schools
BOARD OF EDUCATION AGENDA
May 14, 2020

2:00 p.m.
• CALL TO ORDER
• ADJOURN TO CLOSED OR EXECUTIVE SESSION UNDER SECTIONS 551.004, 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084, AND 551.089, CHAPTER 551 OF THE TEXAS GOVERNMENT CODE FOR THE PURPOSES LISTED UNDER SECTION C
• RECESS

5:00 p.m.
• REGULAR BOARD MEETING RECONVENES FOR OPEN SESSION
• MEDITATION AND PLEDGE OF ALLEGIANCE
• RECOGNITIONS
• SPEAKERS TO AGENDA ITEMS
• SUPERINTENDENT DISCUSSION ON INSTRUCTIONAL CONTINUITY

BUSINESS AGENDA
• CONSIDERATION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN CLOSED OR EXECUTIVE SESSION
• CONSIDERATION AND APPROVAL OF MINUTES FROM PREVIOUS MEETINGS

Table of Contents

A. SUPERINTENDENT’S PRIORITY ITEMS

A-1. Approval Of Personal Services Performed By The Superintendent, Including Speaking Engagements, Panel Discussions, Workshops, Etc., In Accordance With Texas Education Code Section 11.201(E)

   • May 2020 Emergency Constraints 1 And 2 Progress Measures - Revised
   • May 2020 Emergency Constraints 1 And 2 Monitoring Report - Revised

   • May 2020 Emergency Constraints 3 And 4 Progress Measures - New
   • May 2020 Emergency Constraints 3 And 4 Monitoring Report - New

B. TRUSTEE ITEMS

B-1. Report From The Audit Committee Chair

B-2. Update From The Board Operating Procedures Ad Hoc Committee Chair
B-3. Receive And Discuss Draft Of Community Engagement Plan From Board Community Engagement Ad Hoc Committee
   • Explanatory Sheet And Timeline

B-4. Discussion Of The Governance Strategic Plan

C. CLOSED SESSION

C-1. Personnel
   a. Deliberate the duties of the interim superintendent of schools, chief officers, assistant superintendents, principals, employees, chief audit executive, and board members; evaluations of the interim superintendent and chief audit executive, consideration of compensation, and contractual provisions.
   b. Consider and approve proposed appointments, reassignments, proposed terminations, terminations/suspections, contract lengths, proposed nonrenewals, renewals, and resignations/retirements of personnel including teachers, assistant principals, principals, chief officers, assistant superintendents, and other administrators, and, if necessary, approve waiver and release and compromise agreements for Gerardo Leal, Principal, Park Place Elementary School, and Evangeline Campos, Principal, Browning Elementary School.
   c. Hear complaints against and deliberate the appointment, evaluation, and duties of public officers or employees and resolution of same.
   d. Receive evaluative feedback from Lone Star Governance coaches concerning board member responsibilities.

C-2. Legal Matters
   a. Matters on which the district’s attorney’s duty to the district under the Code of Professional Responsibility clearly conflicts with the Texas Open Meetings Law, including specifically any matter listed on this agenda and meeting notice.
   b. Pending or contemplated litigation matters and status report.
   c. Legal discussion and advice concerning House Bill 1842 (84th Leg., 2015), Senate Bill 1882 (85th Leg., 2017), and the district’s options.
   d. Receive legal advice concerning the Texas Education Agency special accreditation investigation and possible options.
   e. Update on federal law enforcement activity on February 27, 2020.

g. Consideration and authority to settle in the matter of *Rashunda Gipson-Johnson v. Houston Independent School District*; in the District Court, Harris County, Texas, 151st Judicial District; Cause No. 2018-47855

h. Consideration and authority to negotiate a settlement of a claim with Praxair

i. Consideration and authority to settle in the special education matter of *Natali C. b/n/f Faguna C. v. Houston Independent School District*; TEA Docket No. 103-SE-1119

j. Consideration and authority to settle in the special education matter of *Josiah W. b/n/f Pamela W. v. Houston Independent School District*; TEA Docket No. 053-SE-0120

C-3. Real Estate

D. ACADEMIC SERVICES


- Explanatory Sheet

D-2. Approval Of The Proposed 2020–2021 Local Calendar For The Central Office And Campus-Based Non-Teacher Appraisal System - *Revised*

- Explanatory Sheet - *Revised*

D-3. Approval Of The Proposed 2020–2021 Local Calendar For The Teacher Appraisal And Development System

- Explanatory Sheet - *Revised*

D-4. Approval Of The Proposed 2020–2021 Local Calendar For The School Leader Appraisal System

- Explanatory Sheet - *Revised*

D-5. Approval To Waive Certain Requirements Of Board Policy DN(LOCAL) In Light Of The COVID-19 Impact On Normal District Operations

- Explanatory Sheet
E. SCHOOL OFFICES

E-1. Approval Of Resolution Of The Board Of Education To Approve Campus Turnaround Plan For Sugar Grove Academy
  • Executive Summary
  • Resolution To Approve Campus Turnaround Plan(s) - Revised

F. STRATEGY AND INNOVATION

F-1. Consider And Take Possible Action To Approve The Resolution To Initiate The Process Of Designation As A District Of Innovation - Revised
  • Resolution - Revised

F-2. Authority To Negotiate And Execute Renewal Agreements With Energized For Excellence Academy And Energized For Science, Technology, Engineering, And Math Academy Campuses For The 2020–2021 School Year - New
  • Explanatory Sheet - New

F-3. Authority To Negotiate And Execute A Renewal Agreement With Mount Carmel Academy For The 2020–2021 School Year - New
  • Explanatory Sheet - New

F-4. Authority To Negotiate And Execute A Renewal Agreement With Texas Connections Academy @ Houston For The 2020–2021 School Year - New
  • Explanatory Sheet - New

F-5. Authority To Negotiate And Execute A Renewal Agreement With Texas Southern University Charter School For The 2020–2021 School Year - New
  • Explanatory Sheet - New

F-6. Authority To Negotiate And Execute A Renewal Agreement With Young Learners Charter School For The 2020–2021 School Year - New
  • Explanatory Sheet - New

G. HUMAN RESOURCES

H. BUSINESS OPERATIONS

I. FINANCE

I-1. Approval Of Vendor Awards For Purchases Over $100,000 And Ratification Of Vendor Awards For Purchases Under $100,000
  • Purchasing Requests - Revised
I-2. Approval Of Current And Anticipated Donations For Districtwide And School-Specific Programs And Authorization To Negotiate, Execute, And Amend Necessary Contracts Associated With These Donations
   • Attachment For Acceptance Of Donations

I-3. Acceptance Of Grant Funds In Support Of Districtwide And School-Specific Programs And Authorization To Negotiate And Execute Contracts Required Under The Grants
   • Attachment For Acceptance Of Grants

I-4. Designation Of Personnel For Calculation Of District's Effective Tax Rate And Rollback Tax Rate For Tax Year 2020 And Subsequent Years
   • Executive Summary

J. OTHER

K. POLICY

K-1. Approval Of Proposed Revisions To Board Policy EL(LOCAL), Charter Campus Or Program—First Reading
   • EL(LOCAL), First Reading - Revised

L. SUPERINTENDENT’S INFORMATION ITEMS

HEARING OF THE COMMUNITY

TRUSTEE REPORTS AND COMMENTS
Reports and comments from the board president and board members regarding meetings and conferences attended, including board committee meetings, schools visited, community and district activities, new initiatives, education programs, and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

REPORTS FROM THE SUPERINTENDENT
Reports and comments by the superintendent of schools regarding meetings and conferences attended, schools visited, community and district activities, new initiatives, and education programs, on which there will be no action. The items may be discussed, but no final action will be taken on these items at this meeting.

ADJOURN
REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of May 14, 2020

SUBJECT: APPROVAL OF EMERGENCY BOARD MONITORING UPDATE: PRESENTATION OF EMERGENCY CONSTRAINTS 1 AND 2 PROGRESS MEASURES

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance guidance, the HISD Board of Education has adopted three emergency constraints in response to the COVID-19 outbreak.

Attached to this update are a presentation and report regarding the Emergency Constraint Progress Measures (ECPMs). The following measures have new data this meeting:

Emergency Constraint 1: The superintendent will not operate without addressing the social and emotional needs of all students.

- ECPM 1.1—The number of participants in HISD Social and Emotional Learning (SEL) and counseling support webinars will increase from 0 on March 20, 2020, to 15,200 by July 1, 2020.
- ECPM 1.2—The number of remote assistance services connected each week through Wraparound Services will increase from 0 on March 20, 2020, to 15,000 by July 1, 2020.
- ECPM 1.3—The number of centrally documented remote academic, social, and emotional contacts with students and families will increase from 0 on March 20, 2020, to 50,000 by July 1, 2020.

Emergency Constraint 2: The superintendent will not operate without addressing the health and safety needs of all students.

- ECPM 2.1—The number of remote nurse wellness checks with students and families will increase from 0 on March 20, 2020, to 50,000 by June 1, 2020.
- ECPM 2.2—The number of meals distributed through the Houston Food Bank and district collaboration will increase from 0 meals on March 13, 2020, to 6,654,550 meals by August 1, 2020.
Emergency Constraints 1 & 2
Progress Measures - Updated

Date: 5/14/2020
Presenter:
Allison E. Matney, Ed.D.
Officer, Department of Research and Accountability
Emergency Constraint 1

• The superintendent will not operate without addressing the social and emotional needs of all students.
ECPM 1.1

• The number of participants in HISD Social and Emotional Learning (SEL) and counseling support webinars will increase from 0 on March 20, 2020, to 15,200 by July 1, 2020.
ECPM 1.1 – On Track

Number of Participants in HISD SEL and Counseling Support Webinars

- **Spring Break** 3/15 – 3/21
- Week 1 3/22 – 3/28
- Week 2 3/29 – 4/4
- Week 3 4/5 – 4/11
- Week 4 4/12 – 4/18
- Week 5 4/19 – 4/25
- Week 6 4/26 – 5/2
- Week 7 5/3 – 5/9
- Week 8 5/10 – 5/16
- Week 9 5/17 – 5/23
- Week 10 5/24 – 5/30
- Week 11 5/31 – 6/6
- Week 12 6/7 – 6/13
- Week 13 6/14 – 6/20
- Week 14 6/21 – 7/1

**Number of Participants**

- **Cumulative Participants**
- **Cumulative Target**

**Weekly Participants**: 0, 922, 1,122, 200, 1,204, 3,236, 1,014, 5,562, 6,576, 15,200

**Cumulative Participants**: 0, 922, 2,044, 2,244, 3,444, 5,676, 6,676, 12,242, 18,818, 15,200

**Cumulative Target**: 15,200
ECPM 1.2

- The number of remote assistance services connected each week through Wraparound Services will increase from 0 on March 20, 2020, to 15,000 by July 1, 2020.
ECPM 1.2 – On Track

Number of Remote Assistance Services Connected Through Wraparound Services

- **Weekly Linked**
- **Cumulative Linked**
- **Cumulative Target**

### Number of Connections
- **Spring Break**: 0
- **Week 1**: 1,513
- **Week 2**: 3,441
- **Week 3**: 5,209
- **Week 4**: 7,182
- **Week 5**: 9,286
- **Week 6**: 10,851

### Cumulative Linked
- **Week 1**: 1,513
- **Week 2**: 4,954
- **Week 3**: 7,036
- **Week 4**: 9,118
- **Week 5**: 10,851

### Cumulative Target
- **Week 1**: 10,000
- **Week 2**: 15,000

**Note:** The graph shows the number of connections over the specified weeks with the cumulative linked and cumulative target values. The data is presented in a tabular format with weeks and corresponding numbers of connections.
ECPM 1.3

- The number of centrally documented remote academic, social, and emotional contacts with students and families will increase from 0 on March 20, 2020, to 50,000 by July 1, 2020.
ECPM 1.3 – On Track

Number* of Academic, Social, and Emotional Contacts

*Reported results are preliminary and subject to change between reports as campuses continue to submit prior contacts.
# Emergency Constraint 1 Summary

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 6 Value</th>
<th>Week 6 Target</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>SEL Counseling and Support Webinars</td>
<td>Participants</td>
<td>6,514</td>
<td>On Track</td>
</tr>
<tr>
<td>1.2</td>
<td>Wraparound Services</td>
<td>10,851 Services</td>
<td>6,429</td>
<td>On Track</td>
</tr>
<tr>
<td>1.3</td>
<td>Counseling Checks</td>
<td>105,641 Checks</td>
<td>21,429</td>
<td>On Track</td>
</tr>
</tbody>
</table>
Emergency Constraint 2

• The superintendent will not operate without addressing the health and safety needs of all students.
The number of remote nurse wellness checks with students and families will increase from 0 on March 20, 2020, to 50,000 by June 1, 2020.
ECPM 2.1 – Not On Track

Number* of Remote Nurse Wellness Checks

*Reported results are preliminary and subject to change between reports as campuses continue to submit prior contacts.
ECPM 2.2

- The number of meals distributed through the Houston Food Bank and district collaboration will increase from 0 meals on March 13, 2020, to 6,654,550 meals by August 1, 2020.
ECPM 2.2 – On Track

Number of Meals Distributed

- Number of Meals Distributed
- Cumulative Meals Distributed
- Cumulative Target

HOUSTON INDEPENDENT SCHOOL DISTRICT

Packet Pg. 22
## Emergency Constraint 2 Summary

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 5 Value</th>
<th>Week 5 Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Remote Nurse Wellness Checks</td>
<td>15,653 Checks</td>
<td>30,000</td>
<td>Not On Track</td>
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<tr>
<td>2.2</td>
<td>Food Distribution</td>
<td>3,530,809 Meals</td>
<td>2,329,093</td>
<td>On Track</td>
</tr>
</tbody>
</table>
Thank you
The superintendent will not operate without addressing the social and emotional needs of all students.

### Emergency Constraint 1 – Next Steps

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 6 Value</th>
<th>Week 6 Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>SEL Counseling and Support Webinars</td>
<td>6,576 Participants</td>
<td>6,514</td>
<td>On Track</td>
</tr>
<tr>
<td>1.2</td>
<td>Wraparound Services</td>
<td>10,851 Services</td>
<td>6,429</td>
<td>On Track</td>
</tr>
<tr>
<td>1.3</td>
<td>Counseling Checks</td>
<td>105,641 Checks</td>
<td>21,429</td>
<td>On Track</td>
</tr>
</tbody>
</table>

**Needed District Actions**
- Increase ECPM 1.3 target to 175,000.

**Needed Board Actions**
- Increasing ECPM 1.3 target to 175,000.
### Emergency Constraint Progress Measure 1.1 – Updated From Agenda Review - May 2020

The number of participants in HISD Social and Emotional Learning (SEL) and counseling support webinars will increase from 0 on March 20, 2020, to 15,200 by July 1, 2020.

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Track</td>
</tr>
</tbody>
</table>

#### Notes
- Source: Webinar participants live and recorded.

### Number of Participants in HISD SEL and Counseling Support Webinars

<table>
<thead>
<tr>
<th>Week</th>
<th>Cumulative Participants</th>
<th>Weekly Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>922</td>
<td>0</td>
</tr>
<tr>
<td>Week 2</td>
<td>1,122</td>
<td>200</td>
</tr>
<tr>
<td>Week 3</td>
<td>2,326</td>
<td>1,204</td>
</tr>
<tr>
<td>Week 4</td>
<td>5,562</td>
<td>3,236</td>
</tr>
<tr>
<td>Week 5</td>
<td>6,576</td>
<td>1,014</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
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<tr>
<td>Week 7</td>
<td></td>
<td></td>
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<td>Week 8</td>
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<tr>
<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Week 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>15,200</td>
<td></td>
</tr>
</tbody>
</table>

- **Spring Break**: 3/15 – 3/21
- **Week 1**: 3/22 – 3/28
- **Week 2**: 3/29 – 4/4
- **Week 3**: 4/5 – 4/11
- **Week 4**: 4/12 – 4/18
- **Week 5**: 4/19 – 4/25
- **Week 6**: 4/26 – 5/2
- **Week 7**: 5/3 – 5/9
- **Week 8**: 5/10 – 5/16
- **Week 9**: 5/17 – 5/23
- **Week 10**: 5/24 – 5/30
- **Week 11**: 5/31 – 6/6
- **Week 12**: 6/7 – 6/13
- **Week 13**: 6/14 – 6/20
- **Week 14**: 6/21 – 7/1
## ECPM 1.1 Support Data – SEL and Counseling Support Webinars

The SEL and Counseling Support Webinars are 30-minute webinars every Wednesday that focus on how parents can address their children’s Social and Emotional needs. In addition, 15-minute Mindful Monday webinars are offered bi-weekly which focus on interactive Mindfulness tools. Weekly updated resources are also provided such as SEL lesson plans and tips for their social and emotional learning (SEL) growth during the COVID-19 school closures. Toolkits for children, teens, and parents are provided for their mental health needs.

Families are alerted to the webinars by Media Relations in addition to Twitter (@SELHISD), Facebook, and LinkedIn. Links to webinars are provided through the Microsoft Teams platform. In addition, parents can access the webinars through the SEL HISD webpage and YouTube.

### Webinar Topics

Topics are determined based on emails and referrals received in addition to recommendations from The Collaborative for Academic and Social and Emotional Learning (CASEL), Mental Health America (MHA), and National Alliance on Mental Illness (NAMI). These topics include but are not limited to:

- Coping with Stress, Anxiety, and Depression;
- How to Avoid Coronavirus Anxiety and Stress;
- Supporting Teenagers during the Coronavirus Crisis;
- How to Interact with Your Child(ren);
- How to be Okay During a Crisis; and
- How to Understand if You Need Professional Services

### Additional SEL Counseling Services

The SEL Department has established a process to provide virtual counseling services to students during his transition period. Virtual services include academic, behavioral, and student support and resources. They provide resources to assist campuses and families with managing behavior and addressing mental health concerns. Campus support is available to help with triaging crisis concerns, behavioral incidents, and mental health referrals.

**Point of Contact During Business Hours:** HISDSEL@houstonisd.org or 713-923-8597

Support is provided for Tier 1, 2, & 3 – Academic, Behavioral Strategies, and Interventions
### ECPM 1.1 Support Data – SEL and Counseling Support Webinars

#### Additional SEL Department Services
- Behavioral Consultations for Parents and Campus Staff
- SEL Lessons to assist with Stress, Anxiety, and Coping Strategies
- Parental Consultation for extreme mental health and psychotic behaviors
- Restorative Practices for families
- Mindfulness for Adults and Students
- SEL Lessons and Strategies for students and families
- Teacher Support for SEL Curriculum

#### Webinar Participation – Live vs Recorded by Week

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Date Range</th>
<th>Live Participants</th>
<th>Recorded Participants</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>3/22 – 3/28</td>
<td>888</td>
<td>34</td>
<td>922</td>
</tr>
<tr>
<td>Week 2</td>
<td>3/29 – 4/4</td>
<td>200</td>
<td>0</td>
<td>200</td>
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<tr>
<td>Week 3</td>
<td>4/5 – 4/11</td>
<td>1,180</td>
<td>24</td>
<td>1,204</td>
</tr>
<tr>
<td>Week 4</td>
<td>4/12 – 4/18</td>
<td>2,551</td>
<td>685</td>
<td>3,236</td>
</tr>
<tr>
<td>Week 5</td>
<td>4/19 – 4/25</td>
<td>722</td>
<td>292</td>
<td>1,014</td>
</tr>
<tr>
<td>Week 6</td>
<td>4/26 – 5/2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## ECPM 1.1 Status

- The district is on track to meeting the goals centered on participation in SEL and counseling and support webinars.
- The district will continue to utilize the SEL and counseling support webinars to reach a broad audience of students, parents, and other stakeholders.
- While the district is on track to meeting the participation goal, an additional emphasis will be placed on ensuring that students and parents are aware of such webinars and are taking advantage of them.
- The district counseling team is working with campus-based counselors to ensure that there is direct outreach to students and that individual student needs are being met.
The number of remote assistance services connected each week through Wraparound Services will increase from 0 on March 20, 2020, to 15,000 by July 1, 2020.

**Notes**
- Source: Student Assistance Forms (SAFs) Submitted Report from ProUnitas
- Only includes SAFs opened and closed after March 22, 2020 until July 1, 2020.
**ECPM 1.2 Support Data – Student Assistance Forms Submitted**

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly SAFs</th>
<th>Cumulative SAFs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/22 – 3/28</td>
<td>2,990</td>
<td>2,990</td>
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<tr>
<td>3/29 – 4/4</td>
<td>1,555</td>
<td>4,545</td>
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<tr>
<td>4/5 – 4/11</td>
<td>5,215</td>
<td>10,760</td>
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<tr>
<td>4/12 – 4/18</td>
<td>6,770</td>
<td>17,530</td>
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<td>4/19 – 4/25</td>
<td>9,075</td>
<td>26,605</td>
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<td>4/26 – 5/2</td>
<td>11,174</td>
<td>37,779</td>
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<tr>
<td>5/3 – 5/9</td>
<td>13,163</td>
<td>50,942</td>
</tr>
</tbody>
</table>

**Notes**
- Source: SAFs Submitted Report from ProUnitas
- Only includes SAFs opened after March 22, 2020 until July 1, 2020.
**ECPM 1.2 Support Data – Student Assistance Forms**

**Student Assistance Forms (SAFs)**

When a SAF is submitted:

- A new SAF item is created in PURPLE (the district’s wraparound service tracker).
- The campus’ wraparound specialist receives the form.
- The specialist links the student to an appropriate resource or service (i.e. check-in, external service, counseling session).
  
  *Note: Specialists use a vetted list of providers and resources.*
- The SAF is marked as linked in PURPLE.

In light of COVID-19, the wraparound specialists have been assigned to serve students from campuses not currently designated as wraparound campuses. Therefore, a wraparound specialist has been assigned to every campus.

*Note: A SAF can be filled out by student, parent, community member, or staff member. It can be found at [www.tinyurl.com/hisdsaf](http://www.tinyurl.com/hisdsaf) (Must disable popup blocker).*
**ECPM 1.2 Support Data – Wraparound Resource Specialists**

**Updated for COVID-19: Wraparound Resource Specialists Tasks**

- Revise the current campus plan based on Coronavirus current situation:
  - Help identify where food pantries/distribution sites are available;
  - Help families apply for Food Stamps and Medicare/Medicaid;
  - Help student and families with basic needs (toiletries/clothing);
  - Help connect students to Mental Health providers; and
  - Provide extended learning tips for caregivers – create a list of fun activities that can be done at home or at a park.
- Outreach to families using campus-wide communication processes to broadcast information about available resources.
- Check in with families for specific needs (pre-existing from Purple priority list).
  - Develop a specific list for students coded as homeless and other special populations, and coordinate with Manager for prescriptive plan of action.
- Continue to request SAFs from staff members who hear of student’s needs.
- Log all interventions in Purple each day.
- Call families in case of need (as observations)/Create means of direct communication with parents (cell or *67).
- Coordinate weekly check-ins with the Principal. Inform him/her of student needs that have been requested.
- Continue to use PurpleSense as the primary form of documentation of work.
- Coordinate donation drives and social distancing for pick up (optional).
- Communicate with Community Partners and Service Providers to seek additional resources, if available.
- Coordinate a plan of action with current Service Providers to continue services that do not require face-to-face meetings.
- Continue to Volunteer at HISD Food Distribution/Pickup Sites (optional).
### ECPM 1.2 Status

- The district is on track to meeting the goals set around referrals for support and services provided through Wraparound Services.
- The high number of referrals and services provided through Wraparound Services reflects a significant need for varying types of resources and supports for students and their families.
- The district will continue to seek outside partnerships and resources that will benefit students.
- The district is planning to increase the number of wraparound specialists during the 2020–2021 school year so that additional support is provided.
**Emergency Constraint Progress Measure 1.3 – Updated From Agenda Review - May 2020**

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Track</td>
</tr>
</tbody>
</table>

The number of centrally documented remote academic, social, and emotional contacts with students and families will increase from 0 on March 20, 2020, to 50,000 by July 1, 2020.

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: Counseling Department</td>
</tr>
<tr>
<td>Note: Campuses reported counseling contact made to families regarding academic, social, and emotional needs to the Counseling Department.</td>
</tr>
<tr>
<td>*Reported results are preliminary and subject to change between reports as campuses continue to submit prior contacts.</td>
</tr>
</tbody>
</table>

**Number* of Academic, Social, and Emotional Contacts**

<table>
<thead>
<tr>
<th>Week</th>
<th>Number of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>12,394</td>
</tr>
<tr>
<td>Week 2</td>
<td>30,708</td>
</tr>
<tr>
<td>Week 3</td>
<td>51,265</td>
</tr>
<tr>
<td>Week 4</td>
<td>70,144</td>
</tr>
<tr>
<td>Week 5</td>
<td>83,202</td>
</tr>
<tr>
<td>Week 6</td>
<td>105,614</td>
</tr>
</tbody>
</table>

| Spring Break | 0 |
| Week 1 | 12,394 |
| Week 2 | 30,708 |
| Week 3 | 51,265 |
| Week 4 | 70,144 |
| Week 5 | 83,202 |
| Week 6 | 105,614 |

**Notes**

*Reported results are preliminary and subject to change between reports as campuses continue to submit prior contacts.*
### ECPM 1.3 Support Data – Academic, Social, and Emotional Counseling Support

Campus counseling supports are provided by the campus counselor, a counselor designee, or the campus dean. A student needing SEL assistance at a campus without a counselor or social worker is referred to the Academic and Career Counseling team or the SEL team.

**Academic Counseling Support**

Include, but not limited to, students not logging into lessons, graduation needs, and students missing assignments for a particular class and the teacher is having trouble contacting the student.

**Social and Emotional Counseling Support**

Counselors are continuing group sessions in Teams, keeping office hours for students, and offering bookings for students to reach out for counseling. In addition, counselors are providing support to students missing school friends, depressed student due to a break-up, or a student is experiencing grief or suicidal thoughts.

Contacts can include, but are not limited to, ClassDoJo, YouTube, emails with a response from parents and/or students, Google Voice, phone calls, texts, and Microsoft Teams.
## ECPM 1.3 Status

- The district is on track to meet the goals set around academic and social and emotional contacts with students.
- Counselors (or individuals serving in a counselor capacity) are providing varying types of academic and social and emotional supports.
- COVID-19 has increased the need for counseling services, as students are grappling with issues related to academics, general wellbeing, and the college/career processes.
- The district will continue to support campus-level staff serving in counselor roles by providing accurate and timely information, remote training, and other types of supports as needed.

Emergency Constraint 2
The superintendent will not operate without addressing the health and safety needs of all students.

Emergency Constraint 2 – Next Steps

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 6 Value</th>
<th>Week 6 Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Remote Nurse Wellness Checks</td>
<td>15,653 Checks</td>
<td>30,000</td>
<td>Not On Track</td>
</tr>
<tr>
<td>2.2</td>
<td>Food Distribution</td>
<td>3,530,809 Meals</td>
<td>2,329,093</td>
<td>On Track</td>
</tr>
</tbody>
</table>

Needed District Actions
- Increase monitoring of nurse wellness checks to ensure that they are being accurately reported in alignment with district expectations.

**Emergency Constraint Progress Measure 2.1 – Updated From Agenda Review - May 2020**

The number of remote nurse wellness checks with students and families will increase from 0 on March 20, 2020, to 50,000 by June 1, 2020.

<table>
<thead>
<tr>
<th>Week</th>
<th># of Wellness Checks</th>
<th>Cumulative Wellness Checks</th>
<th>Cumulative Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15 – 3/21</td>
<td>0</td>
<td>0</td>
<td>50,000</td>
</tr>
<tr>
<td>3/29 – 4/4</td>
<td>3,084</td>
<td>5,192</td>
<td></td>
</tr>
<tr>
<td>4/5 – 4/11</td>
<td>4,573</td>
<td>9,765</td>
<td></td>
</tr>
<tr>
<td>4/12 – 4/18</td>
<td>6,853</td>
<td>16,618</td>
<td></td>
</tr>
<tr>
<td>4/19 – 4/25</td>
<td>10,238</td>
<td>26,856</td>
<td></td>
</tr>
<tr>
<td>4/26 – 5/2</td>
<td>15,653</td>
<td>42,512</td>
<td></td>
</tr>
<tr>
<td>5/3 – 5/9</td>
<td>15,653</td>
<td>58,165</td>
<td></td>
</tr>
<tr>
<td>5/10 – 5/16</td>
<td>15,653</td>
<td>73,818</td>
<td></td>
</tr>
<tr>
<td>5/17 – 5/23</td>
<td>15,653</td>
<td>89,471</td>
<td></td>
</tr>
<tr>
<td>5/24 – 6/1</td>
<td>50,000</td>
<td>139,521</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

Source: Chancery SIS

*Reported results are preliminary and subject to change between reports as campuses continue to submit prior contacts.

<table>
<thead>
<tr>
<th>ECPM 2.1 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The district is not on track to reach the 50,000 nurse wellness checks.</td>
</tr>
<tr>
<td>- Current challenges being addressed to meet the progress measure:</td>
</tr>
<tr>
<td>- Need to ensure nurses have access to necessary resources (laptops, training to use google phone, etc.).</td>
</tr>
<tr>
<td>- Need to ensure consistent documentation that meets the needs of all families, campuses, and administration (Contacts are being tracked in places outside Chancery SIS. Data is being compiled and will be updated at the next reporting).</td>
</tr>
<tr>
<td>- Provide follow up as to which students are expected to receive nurse wellness checks.</td>
</tr>
<tr>
<td>- Progress monitoring has quantified a need for the administration to re-examine our current communications as to expectations for nurse wellness checks. Based on these revisions, we are expecting a large increase in June.</td>
</tr>
</tbody>
</table>
Emergency Constraint Progress Measure 2.2 – Updated From Agenda Review - May 2020

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Track</td>
</tr>
</tbody>
</table>

The number of meals distributed through the Houston Food Bank and district collaboration will increase from 0 meals on March 13, 2020, to 6,654,550 meals by August 1, 2020.

Notes

- Sources: HISD Nutrition for weekday distribution; Houston Food Bank for NRG distribution
- Each package distributed at a campus contains 30 pounds of food. This is 25 meals per package using the Feeding America Standard (1.2 pounds per meal).
- Each package distributed at NRG contains 80 pounds of food. Each package is counted as 67 meals.
- No food was distributed the week of March 29th while the food distribution health and safety procedures were reviewed.
Food Distribution Process
- HISD Nutrition Services, working with the Houston Food Bank, is using the Hexser T. Holliday Food Services Support Facility as the central hub.
- Staff pack food boxes at the facility, which are distributed to sites Monday through Friday.
- Each site distributes up to 500 boxes per day.

Onsite Distribution Process
- Staff members fill out an Emergency Food Assistance Program form for each family and place boxes of food in the car.
- Families walking to distribution sites must adhere to social distancing requirements.

Safety Measures
- HISD is employing the Standard Distribution Method developed by the I Love You Guys Foundation.
- More information can be found at https://iloveuguys.org/sdm.html.

Saturday Super Site (NRG) Food Distribution Process
- Food is delivered from the Houston Food Bank and given out to present families.
- The food is not pre-boxed at the Bennington facility by HISD staff.
- Emergency Food and Shelter Program (EFSP) forms are not completed for the super site distributions, since the Houston Food Bank is not using EFSP funds for the food distributed.
### ECPM 2.2 Status

- The district is on track to distribute 6,654,550 meals.
- Continuing partnership with Houston Food Bank to provide meals at campus distribution sites.
- Discussing with Houston Food Bank and other stakeholders the feasibility of continuing NRG super distribution Saturdays.
- Continued monitoring of food distribution protocols to ensure staff, student, and family health and safety.
REPORT FROM THE SUPERINTENDENT

Office of the Superintendent of Schools
Board of Education Meeting of May 14, 2020

SUBJECT: APPROVAL OF EMERGENCY BOARD MONITORING UPDATE: PRESENTATION OF EMERGENCY CONSTRAINTS 3 AND 4 PROGRESS MEASURES

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

In accordance with the Texas Education Agency (TEA) Lone Star Governance guidance, the HISD Board of Education has adopted three emergency constraints in response to the COVID-19 outbreak.

Attached to this update are a presentation and report regarding the Emergency Constraint Progress Measures (ECPMs). The following measures have new data this meeting:

**Emergency Constraint 3:** The superintendent will not operate without engaging all students in learning.

- ECPM 3.1—The percentage of students digitally engaging with HISD@H.O.M.E. through the Clever Portal at least once during the week will increase 43 percentage points from 0% on March 20, 2020, to 43% by June 1, 2020.
- ECPM 3.2—The number of students receiving non-digital resources distributed for student HISD@H.O.M.E. learning will increase from 0 on March 20, 2020, to 40,644 by June 1, 2020.
- ECPM 3.3—The percentage of special education students receiving remote services at least once weekly will increase from 0% the week of March 23, 2020, to 85% by August 1, 2020.

**Emergency Constraint 4:** The superintendent will not operate without protecting the health and safety of employees.

- ECPM 4.1—The number of COVID-19 communications distributed to district employees will increase from 0 on February 24, 2020, to 33 by August 1, 2020.
- ECPM 4.2—The percent of employees who are directed to work on site while the district is closed but instructing students who are equipped with personal protective equipment (PPE) will increase from 0% March 13, 2020, to 100% by August 1, 2020.
Emergency Constraints 3 & 4
Progress Measures

Date: 5/14/2020
Presenter:
Allison E. Matney, Ed.D.
Officer, Department of Research and Accountability
Emergency Constraint 3

• The superintendent will not operate without engaging all students in learning.
ECPM 3.1

• The percentage of students digitally engaging with HISD@H.O.M.E. through the Clever Portal at least once during the week will increase 43 percentage points from 0% on March 20, 2020, to 43% by June 1, 2020.
ECPM 3.1 – On Track

Percent of Students Digitally Engaging Through the Clever Portal

- **Spring Break**: 3/15 – 3/21
- **Week 1**: 3/22 – 3/28
- **Week 2**: 3/29 – 4/4
- **Week 3**: 4/5 – 4/11
- **Week 4**: 4/12 – 4/18
- **Week 5**: 4/19 – 4/25
- **Week 6**: 4/26 – 5/2
- **Week 7**: 5/3 – 5/9
- **Week 8**: 5/10 – 5/16
- **Week 9**: 5/17 – 5/23
- **Week 10**: 5/24 – 6/1

**Target**

<table>
<thead>
<tr>
<th>Week</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>0</td>
</tr>
<tr>
<td>Week 1</td>
<td>31</td>
</tr>
<tr>
<td>Week 2</td>
<td>48</td>
</tr>
<tr>
<td>Week 3</td>
<td>45</td>
</tr>
<tr>
<td>Week 4</td>
<td>43</td>
</tr>
<tr>
<td>Week 5</td>
<td>44</td>
</tr>
<tr>
<td>Week 6</td>
<td>42</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>43</td>
</tr>
</tbody>
</table>
ECPM 3.2

• The number of students receiving non-digital resources distributed for student HISD@H.O.M.E. learning will increase from 0 on March 20, 2020 to 40,644 by June 1, 2020.
ECPM 3.2 – On Track

Number of Non-Digital Resources Distributed

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Resources Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>0</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>15,814</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>34,239</td>
</tr>
<tr>
<td>Cycle 3</td>
<td>38,211</td>
</tr>
<tr>
<td>Cycle 4</td>
<td>40,644</td>
</tr>
</tbody>
</table>

- Spring Break: 3/15 – 3/21
- Cycle 1: 3/30 – 4/10
- Cycle 2: 4/13 – 4/24
- Cycle 3: 4/27 – 5/8
- Cycle 4: 5/11 – 5/22
- Cycle 5: 5/25 – 6/5

- Green line: # of Students
- Red line: Target Students Resources

HOUSTON INDEPENDENT SCHOOL DISTRICT
ECPM 3.3

• The percentage of special education students receiving remote services at least once weekly will increase from 0% the week of March 23, 2020 to 85% by August 1, 2020.
ECPM 3.3 – On Track

Percent of SWDs Documented as Receiving Remote Services

HOUSTON INDEPENDENT SCHOOL DISTRICT
## Emergency Constraint 3 Summary

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 6 Value</th>
<th>Week 6 Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Digital Engagement – Clever Portal</td>
<td>42% of Students</td>
<td>26%</td>
<td>On Track</td>
</tr>
<tr>
<td>3.2</td>
<td>Printed Packets Distributed</td>
<td>38,211 Packets</td>
<td>24,386</td>
<td>On Track</td>
</tr>
<tr>
<td>3.3</td>
<td>Documented SWD Services</td>
<td>56% of SWDs</td>
<td>27%</td>
<td>On Track</td>
</tr>
</tbody>
</table>
Emergency Constraint 4

• The superintendent will not operate without protecting the health and safety of employees.
ECPM 4.1

- The number of COVID-19 communications distributed to district employees will increase from 0 on February 24, 2020 to 33 by August 1, 2020.
ECPM 4.1 – On Track

Number of COVID-19 Communications

<table>
<thead>
<tr>
<th>Week</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/24</td>
<td>0</td>
</tr>
<tr>
<td>Through Spring Break</td>
<td>0</td>
</tr>
<tr>
<td>2/25 - 3/21</td>
<td>8</td>
</tr>
<tr>
<td>Week 1</td>
<td>9</td>
</tr>
<tr>
<td>Week 2</td>
<td>11</td>
</tr>
<tr>
<td>Week 3</td>
<td>14</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>Week 18</td>
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<tr>
<td>Week 19</td>
<td>2</td>
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<tr>
<td>Week 20</td>
<td>1</td>
</tr>
<tr>
<td>Week 21</td>
<td>3</td>
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<tr>
<td>Week 22</td>
<td>4</td>
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<tr>
<td>Week 49</td>
<td>31</td>
</tr>
<tr>
<td>Week 50</td>
<td>32</td>
</tr>
<tr>
<td>Week 51</td>
<td>33</td>
</tr>
</tbody>
</table>

HOUSTON INDEPENDENT SCHOOL DISTRICT
ECPM 4.2

- The percent of employees who are directed to work on site while the district is closed but instructing students who are equipped with personal protective equipment (PPE) will increase from 0% March 13, 2020 to 100% by August 1, 2020.
ECPM 4.2 – On Track

Percent of On Site Employees Documented as Equipped with PPE

Houston ISD COVID-19 PPE Tracker implemented the week of May 10th. See the May Board Meeting Constraint Monitoring Report for more information.
## Emergency Constraint 4 Summary

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 6 Value</th>
<th>Week 6 Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>COVID-19 Communications</td>
<td>19 Communications</td>
<td>12</td>
<td>On Track</td>
</tr>
<tr>
<td>4.2</td>
<td>PPE</td>
<td>---</td>
<td>100%</td>
<td>On Track</td>
</tr>
</tbody>
</table>

Note: The Houston ISD COVID-19 PPE Tracker was officially implemented the week of May 11th.
Thank you
# Emergency Constraint 3, Board Meeting - May 2020

**Emergency Constraint 3**
The superintendent will not operate without engaging all students in learning.

## Emergency Constraint 3 – Next Steps

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 6 Value</th>
<th>Week 6 Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Digital Engagement – Clever Portal</td>
<td>42% of Students</td>
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<td>Documented SWD Services</td>
<td>56% of SWDs</td>
<td>27%</td>
<td>On Track</td>
</tr>
</tbody>
</table>

### Needed District Actions
- Continue to gather requests for paper packets.
Emergency Constraint Progress Measure 3.1 – Board Meeting - May 2020

The percentage of students digitally engaging with HISD@H.O.M.E. through the Clever Portal at least once during the week will increase 43 percentage points from 0% on March 20, 2020, to 43% by June 1, 2020.

Evaluation
On Track

Percent of Students Digitally Engaging Through the Clever Portal

Notes
- Source: Clever data files
- The HUB metrics are provided in support data.

ECPM 3.1 Support Data – Clever Portal

Weekly Unique Clever Users & Total Clever Logins

<table>
<thead>
<tr>
<th>Week</th>
<th>Total Unique Users</th>
<th>Total Logins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Week 1</td>
<td>63,667</td>
<td>200,000</td>
</tr>
<tr>
<td>Week 2</td>
<td>98,434</td>
<td>400,000</td>
</tr>
<tr>
<td>Week 3</td>
<td>91,861</td>
<td>600,000</td>
</tr>
<tr>
<td>Week 4</td>
<td>87,888</td>
<td>800,000</td>
</tr>
<tr>
<td>Week 5</td>
<td>89,819</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Week 6</td>
<td>85,806</td>
<td>1,200,000</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ECPM 3.1 Support Data – Digital Resources

Online learning is primarily happening through the Clever Portal, The HUB, Microsoft Teams, and Google Classroom. A brief description of each digital environment is provided below:

### Clever Portal
- Clever Portal is the access point for most of our digital resources. This allows teachers and students to have a primary login to minimize the number of usernames and passwords required.
- Clever Portal provides access to a number of applications including Imagine Math, myON, Imagine Language & Literacy, OnTrack, and Khan Academy.
- Teachers can create a customized experience for their students including highlighting resources used in the course.

### The Hub
- Data Source: The HUB Advanced Reporting.
- The HUB is a learning management system. It allows teachers to give assignments and provide digital resources to students.
- The HUB allows teachers to create interactive, online lessons with a variety of resources.

### Google Classroom
- Data Source: Google Analytics
- Google Classroom is a light version of a Learning Management System (LMS).
- Classroom allows teachers to give assignments and provide digital resources to students.
- Teachers can create interactive, online lessons with a variety of resources.
- Metrics (such as unique and total student logins) are not currently provided in alignment with board reporting.

### Microsoft Teams
- Data Source: Microsoft
- Teams is a way to virtually interact with students.
- Assignments can be given to students and provides teachers a way of having a more personalized experience with their students.
- Metrics (such as unique and total student logins) are not currently provided in alignment with board reporting.
ECPM 3.1 Support Data – The HUB

Weekly Unique HUB Users & Total HUB Logins

Percent of Students Digitally Engaging Through the HUB
ECPM 3.1 Additional Support Data

Computing Devices:
- Computing devices for students encourages individual learning and provides access to high-quality digital learning.
- 25,000 devices ordered:
  - 5,000 Apple iPads;
  - 11,500 Google Chromebooks; and
  - 8,500 Windows Laptops.
- 910 laptops distributed across 5 Regional Areas and 16 campuses on the weeks of April 20 and April 27, 2020. These regions and campuses consist of:
  - North: Shadydale, Key, and Fonville;
  - Northwest: Sam Houston, Northside, and Scarborough;
  - South: Sterling, Hartsfield, Lawson, and Westbury;
  - East: Chavez, Furr, and Law & Justice; and
  - West: Revere, Welch, and Benavidez.

Mobile Hotspot Devices:
- Mobile hotspots provide access to reliable, robust internet service which is increasingly essential for learning and engagement.
- 4,000 Sprint Hotspots ordered.
- 1,000 hotspots distributed across 5 Regional Areas and 16 campuses on the weeks of April 20, April 27 and May 4, 2020. These regions and campuses consist of:
  - North: Shadydale, Key, and Fonville;
  - Northwest: Sam Houston, Northside, and Scarborough;
  - South: Sterling, Hartsfield, Lawson, and Westbury;
  - East: Chavez, Furr, and Law & Justice; and
  - West: Revere, Welch, and Benavidez.
<table>
<thead>
<tr>
<th>ECPM 3.1 Status – Digital Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The district is on track to digitally engage at least 43% of the student population through the digital portal during the week.</td>
</tr>
<tr>
<td>• HISD Service Desk continues to assist parents, students, and teachers connect with <a href="mailto:HISD@H.O.M.E">HISD@H.O.M.E</a>.</td>
</tr>
<tr>
<td>• Continue needs assessment for hardware purchasing and distribution.</td>
</tr>
<tr>
<td>o Receiving 6,700 mobile hotspots in July to be used for distribution to students in grades K–12.</td>
</tr>
<tr>
<td>o Ordering additional mobile hotspots for future internet connectivity needs for students and teachers.</td>
</tr>
<tr>
<td>o Ordering additional laptop computers to support teachers and students.</td>
</tr>
<tr>
<td>• Continued monitoring of available metrics and dashboards of digital resources.</td>
</tr>
<tr>
<td>• Planning for future digital engagement tracking for the 2020–2021 school year.</td>
</tr>
<tr>
<td>o Needed hardware, distribution strategies, and technical support.</td>
</tr>
<tr>
<td>o Centralized tracking across platforms (Clever, The HUB, Google Classroom, and Microsoft Teams) to document that all students are being engaged digitally. May require additional funding and resources to implement.</td>
</tr>
</tbody>
</table>
The number of students receiving non-digital resources distributed for student HISD@H.O.M.E. learning will increase from 0 on March 20, 2020 to 40,644 by June 1, 2020.

<table>
<thead>
<tr>
<th>Cycle</th>
<th># of Students</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>15,814</td>
<td></td>
</tr>
<tr>
<td>Cycle 2</td>
<td>34,239</td>
<td></td>
</tr>
<tr>
<td>Cycle 3</td>
<td>38,211</td>
<td></td>
</tr>
<tr>
<td>Cycle 4</td>
<td>40,644</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- Source: Academic Directors
ECPM 3.2 Support Data – Non-Digital Resources

Non-Digital Resource Production
- The Elementary Curriculum Department develops two-week instructional packets for grade levels PreK-5 in core content areas and fine arts.
- The Secondary Curriculum Department develops two-week discipline/literacy focused instructional packets for Middle and High Schools.
- The Special Education Department develops two-week instructional packets for students in self-contained service areas.
- Instructional Packets are provided in English and Spanish.
- The master files for all packets are provided to HISD Printing Services for production (printing and mailing/distribution).

Student Identification Process
- Schools conducted a technology wellness survey with students and families to identify students who would need the support of non-digital instructional materials. Each school provided their list of student names to the Area Office Directors.
- The Area Office Directors provided the combined Area student request list to Academics. Addresses are obtained from the student information system to provide HISD Printing Services by packet level for production.
- Students and families can self-identify need for a non-digital instructional packet by calling the HISD@H.O.M.E. Hotline (713-892-7378).

Distribution Process
- Non-digital instructional resources are provided to students in a two-week instructional cycle.
- Initial cycle 1 packets were provided to schools to distribute with at-home materials.
- Cycles 2 through 5 packets are mailed to student homes in envelopes labeled ‘HISD Curriculum Packet Enclosed.’
## ECPM 3.2 Status – Non-Digital Resources

- The district is on track to meet the goal set around providing the non-digital resource to the projected number of students with limited to no technology access or functional technology resources in the home.
- One hundred percent of requests for non-digital resource are being met through the mail-out distribution and/or other methods. Yet, meeting the projected target is based on actual identified need (through campus survey feedback and parent or student self-identification). Factors that would impact not meeting the projected target could be the actual number of requests received fall lower than the projected twenty percent of all district students.
- COVID-19 pandemic has increased the awareness of students’ access to technology and internet services, as families and students are grappling with issues related to academics, general wellbeing, and financial challenges.
- The district will continue to support students through the summer to provide non-digital instructional resources by providing grade-level appropriate resources with timely distribution.
## Emergency Constraint Progress Measure 3.3 – Board Meeting - May 2020

**Evaluation**

| The percentage of special education students receiving remote services at least once weekly will increase from 0% the week of March 23, 2020 to 85% by August 1, 2020. | On Track |

## Percent of SWDs Documented as Receiving Remote Services

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>0%</td>
</tr>
<tr>
<td>Week 1 (3/15 – 3/21)</td>
<td>2%</td>
</tr>
<tr>
<td>Week 2 (3/22 – 3/28)</td>
<td>2%</td>
</tr>
<tr>
<td>Week 3 (3/29 – 4/4)</td>
<td>20%</td>
</tr>
<tr>
<td>Week 4 (4/5 – 4/11)</td>
<td>27%</td>
</tr>
<tr>
<td>Week 5 (4/12 – 4/18)</td>
<td>52%</td>
</tr>
<tr>
<td>Week 6 (4/19 – 4/25)</td>
<td>56%</td>
</tr>
<tr>
<td>Week 7 (4/26 – 5/2)</td>
<td>72%</td>
</tr>
<tr>
<td>Week 8 (5/3 – 5/9)</td>
<td>80%</td>
</tr>
<tr>
<td>Week 9 (5/10 – 5/16)</td>
<td>85%</td>
</tr>
<tr>
<td>Week 10 (5/17 – 5/23)</td>
<td>90%</td>
</tr>
<tr>
<td>Week 11 (5/24 – 5/30)</td>
<td>95%</td>
</tr>
<tr>
<td>Week 12 (5/31 – 6/6)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 13 (6/7 – 6/13)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 14 (6/14 – 6/20)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 15 (6/21 – 6/27)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 16 (6/28 – 7/4)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 17 (7/5 – 7/11)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 18 (7/12 – 7/18)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 19 (7/19 – 7/25)</td>
<td>100%</td>
</tr>
<tr>
<td>Week 20 (7/26 – 8/1)</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Notes
- Source: Office of Special Education Services Support Log
## ECPM 3.3 Support Data – SWDs Receiving Remote Service

The delivery of educational services for Students with Disabilities has not been relaxed by federal law during the pandemic. Therefore, the Office of Special Education Services has continued to provide virtual and/or remote educational services utilizing the [SPED@Home website](https://spedhome.houstonisd.org), Instructional Resource Packets, Speech and Language teletherapy, and related services delivery options.

Through the development and implementation of an OSES Constraint 3 Service Log, the direct educational services delivered, and successful contacts made with SWDs by Special Education teachers are being captured. An initial launch of a services log (Campus Visit Log-CVL) occurred the week of March 22, 2020 with low centrally documented services (2%). Week two, March 29, 2020, we noted a slight increase by one percent, but the documented services remained low (3%).

Based on feedback from special education teachers and school-based administrators, it was noted that the document was cumbersome and difficult to navigate. The Office of Special Education Services created a more streamlined and end user-friendly service log. The new log was implemented week three, April 5, 2020, with a noted increase in centrally documented services (20%). Although a noted increase, it was identified that some Special Education teachers continued to input data using the original CVL. At the end of week three, the original CVL was locked without further access. Data were imported into the OSES Constraint 3 Service Log. During week four, April 12, 2020, the centrally documented services increased to 27%. Week five, April 19, 2020, the OSES Constraint 3 Service Log documented teacher contact with 56% of SWDs.

The Constraint 3 Service Log Process:
- Received via a link every Monday, by Special Education Department Chairs and Campus Principals.
- A Google Spreadsheet link is prepopulated with specific campus and specific student information. The link is only to be shared with Special Education teachers assigned to SWDs at the specific campus.
- Special Education teachers are encouraged to contact SWDs daily. However, to monitor contacts made by Special Education teachers with SWDs regarding instructional and/or compliance services, Special Education teachers are asked to document instructional and/or compliance services contacts made with SWDs at a minimum of three times per week using the OSES Constraint 3 Service Log.
- Special Education teachers have the autonomy to decide which three days of services they will capture and document in the service log for data reporting.
- Collaboration among campus principals and OSES program specialists ensures Special Education teachers are supported while delivering services to SWDs and documenting service delivery using the log.
- OSES Constraint 3 Service Log is closed out at 6:00 p.m. every Friday. Reports are accessed by the Office of Special Education Services and the Department of Research and Accountability for appropriate service planning and support to students, parents, teachers, and campuses.
In addition, there may be other services that are being provided virtually/remotely to SWDs during the pandemic as determined by the student’s IEP:

- Speech and Language services
- Psychological counseling
- Assistive Technology, Occupational Therapy, and Physical Therapy
- Dead and Hard of Hearing and Visually Impaired
- Adaptive Physical Education
- Music Therapy

The above-mentioned services are captured in the EasyIEP system (the official record for capturing special education services) and data are used to progress monitor student growth.
### ECPM 3.3 Status – SWDs Receiving Remote Service

As a result of the OSES Constraint 3 Service Log:

- Support from the Office of Special Education Services is more targeted to the individual and specific needs of students.
- Additional instructional content and resources are made available to student, parents, and teachers to better support students virtually.
- Instructional videos for home use have been created to enhance and supplement learning remotely.
- Targeted content has been created for Special Education Department Chairs to ensure instructional compliance of SWDs’ IEPS.

In addition, OSES will continue to address technology needs to ensure that students have the devices needed to engage instructionally and receive related services. Professional development for general and special education teachers has been created and delivered virtually to build greater capacity in our special education teachers. We are excited about the number of teachers who are accessing our virtual professional development, the professional learning communities that our cross-functional teams participate in remotely, and the direct support students, parents, teachers, and campuses are receiving.
The superintendent will not operate without protecting the health and safety of employees.

<table>
<thead>
<tr>
<th>ECPM</th>
<th>Description</th>
<th>Week 6 Value</th>
<th>Week 6 Target</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>COVID-19 Communications</td>
<td>19 Communications</td>
<td>12</td>
<td>On Track</td>
</tr>
<tr>
<td>4.2</td>
<td>PPE</td>
<td>---</td>
<td>100%</td>
<td>On Track</td>
</tr>
</tbody>
</table>

Note: The Houston ISD COVID-19 PPE Tracker was officially implemented the week of May 11th.

Needed District Actions
- Begin PPE tracking process

Emergency Constraint Progress Measure 4.1 – Board Meeting - May 2020

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Track</td>
</tr>
</tbody>
</table>

The number of COVID-19 communications distributed to district employees will increase from 0 on February 24, 2020 to 33 by August 1, 2020.

Number of COVID-19 Communications

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Source: Houston ISD COVID-19 Superintendent Updates: Covid-19 related eBlasts to all employees as reported by the Benefits Communications Teams.</td>
</tr>
<tr>
<td>- Note: COVID-19 eblasts and Superintendent Updates are considered official COVID-19 Communications for reporting purposes.</td>
</tr>
</tbody>
</table>
ECPM 4.1 Support Data – COVID-19 Staff Communication

Superintendent COVID-19 Communications:

- Staff Coronavirus Update (2/26/2020)
- Staff Coronavirus Update (3/3/2020)
- Staff Coronavirus Update regarding self-quarantine requirements and perfect attendance and attendance final exam exemptions (3/5/2020)
- Staff Coronavirus Update regarding Travel Reporting, Campus Visitation Policy, Student Workers, Campus Related Events, Spring Breaks, and Absence Policy (3/11/2020)
- Staff Coronavirus Update regarding canceling of classes on March 13th (3/12/2020)
- Staff Coronavirus Update regarding HISD Helping Hands (3/16/2020)
- Staff Coronavirus Update regarding extension of districtwide closure (3/16/2020)
- Staff Coronavirus Update regarding availability of staff for digital engagement (3/19/2020)
- Staff Coronavirus Update regarding suspension of food distribution (3/25/2020)
- Staff Coronavirus Update regarding HISD@H.O.M.E. (3/31/2020)
- Staff Coronavirus Update regarding continuation of food distribution and safety procedures (4/1/2020)
- Staff Coronavirus Update regarding team HISD efforts during COVID-19 (4/8/2020)
- Staff Coronavirus Update regarding HISD@H.O.M.E. Hotline (4/9/2020)
- Staff Coronavirus Update regarding Grading Guidelines (4/9/2020)
- Staff Coronavirus Update regarding HISD@H.O.M.E. Hotline (4/15/2020)
- Staff Coronavirus Update regarding closure of the school district for the rest of the school year (4/17/2020)
- Staff Coronavirus Update regarding team HISD efforts during COVID-19 (4/24/2020)
- Staff Coronavirus Update regarding Teacher Appreciation Week during COVID-19 (4/29/2020)
- Staff Coronavirus Update regarding Lunch Hero Day during COVID-19 (5/1/2020)
- Staff Coronavirus Update regarding Principal Day during COVID-19 (5/1/2020)
<table>
<thead>
<tr>
<th>ECPM 4.1 Support Data – COVID-19 Staff Communication (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits Communications COVID-19 Communications:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>February 24–April 21, 2020</strong></td>
</tr>
<tr>
<td>- Tweets: 25 tweets and numerous retweets on @TeamHISD</td>
</tr>
<tr>
<td>- Facebook: 14 posts</td>
</tr>
<tr>
<td>- Instagram: 17 Posts</td>
</tr>
<tr>
<td>- Created new COVID-19 webpage with 3 stories and links to 10 free coronavirus webinars.</td>
</tr>
<tr>
<td>- Added 6 COVID-19-related stories on the Benefits Spotlight page on “staying active and healthy while staying home.”</td>
</tr>
<tr>
<td>- Added information on 2 free EAP webinars with flyers on Benefits EAP page.</td>
</tr>
<tr>
<td>- Added COVID-19-related information to these Benefits pages: Kelsey-Seybold (2), FSA Payflex (2), Dental Benefits (2).</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>April 22–26, 2020</strong></td>
</tr>
<tr>
<td>- Tweets: 3 tweets</td>
</tr>
<tr>
<td>- Facebook: 3 posts</td>
</tr>
<tr>
<td>- Instagram: 3 Posts</td>
</tr>
<tr>
<td>- Sent out 1 extensive eBlast to all employees titled “COVID-19 Updates” on April 23.</td>
</tr>
<tr>
<td>- Created new Retirement Resources page with information on what potential retirees should be doing if they plan to retire after the semester or at the end of the summer.</td>
</tr>
<tr>
<td>- Posted 1 COVID-19-related story on Benefits Spotlight page on “Smiles for Seniors.”</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>April 28–May 3, 2020</strong></td>
</tr>
<tr>
<td>- Tweets: 4 tweets</td>
</tr>
<tr>
<td>- Facebook: 2 posts</td>
</tr>
<tr>
<td>- Instagram: 2 Posts</td>
</tr>
<tr>
<td>- Sent out 1 extensive eBlast to all employees titled “More information on the CARES act” on April 29.</td>
</tr>
<tr>
<td>- Posted 2 CareConnect webinars on Benefits COVID-19 page.</td>
</tr>
<tr>
<td>- Posted Memorial Hermann’s phased approach to safely resume elective services PDF on Benefits COVID-19 page.</td>
</tr>
<tr>
<td>- Posted Kelsey-Seybold “Guidelines for a Healthier Office” PDFs in English and Spanish on Benefits COVID-19 page.</td>
</tr>
</tbody>
</table>

ECPM 4.1 Status – COVID-19 Staff Communication

The HISD Communications Department is on track to exceed Emergency Constraint Progress Measure 4.1 and will continue to perform the following tasks without changes:

- Continued internal employee and community e-blasts with updates relating to the districtwide closure and virtual learning, weekly food distribution locations, virtual special district events and/or initiatives, and any other relevant updates from the Superintendent.
- Continued HISD Blog posts and social media updates containing information on the districtwide closure and virtual learning, weekly food distribution locations, virtual special district events and/or initiatives, and any other relevant updates from the Superintendent.
- Continued distribution press releases updating media on districtwide closure and virtual learning, weekly food distribution locations, virtual special district events and/or initiatives, and any other relevant updates from the Superintendent.
- Continue producing and distributing the HISD Weekly Wrap and Superintendent’s Spotlight to update staff and the community on important COVID-19 related information.

The HISD Communications Department will provide the community with detailed and timely updates as they relate to district decisions regarding high school graduation ceremonies, summer school, and the start of 2020–2021 school year.

HISD Benefits Communications will continue to perform following tasks:

- Continue weekly COVID-19 e-blasts to all HISD employees.
- Continue providing updates relating to COVID-19 testing sites on HISD property.
- Remain in contact with Aetna, Kelsey-Seybold, and Memorial Hermann, our medical providers, for updates, which are included in the weekly e-blasts, posted on the Benefits website, and shared/promoted on Benefits Twitter, Facebook, and Instagram accounts, as well as Team HISD Twitter.
- Remain in contact with the HISD Employee Assistance Program and our Benefits partners to communicate COVID-19-related webinars, exercise/yoga/medication classes, wellness videos, and tips to reduce stress.
Emergency Constraint Progress Measure 4.2 – Board Meeting - May 2020

The percent of employees who are directed to work on site while the district is closed but instructing students who are equipped with personal protective equipment (PPE) will increase from 0% March 13, 2020 to 100% by August 1, 2020.

On Track

Notes
- Source: Microsoft Forms – “Houston ISD COVID-19 PPE Tracker”
- Houston ISD COVID-19 PPE Tracker implemented the week of May 10th.
ECPM 4.2 Support Data – Staff PPE

### PPE Distribution Before Implementation of PPE Tracker

During Weeks 1 through 8 access to campuses and other district buildings was severely limited. PPE was distributed via Plant Operators who confirmed to their managers that it was provided to appropriate personnel working on campus. Exact numbers of staff members were not reported.

### Overview of PPE Distribution After Houston ISD COVID-19 PPE Tracker Implementation

- PPE for COVID-19 is defined as protective clothing or equipment meant to minimize the spread of illness.
- Proper PPE is face masks and access to proper hand sanitation for most employees.
  - Staff handling food, cleaning products, or serving in a healthcare role are also required to be equipped with gloves.
  - Nutrition staff are required to utilize all HISD provided equipment.
  - All other employees may use their own masks or face coverings as long as they are workplace appropriate and adhere to HISD dress code.
- The manager or supervisor is required to ensure proper PPE is available and offered to staff who are required to work on site.
  - On site is defined as any location outside the employee’s home where they have been directed to work. This includes but is not limited to any HISD facility, parking lot, and grounds. Any HISD-Houston Food Bank distribution sites, such as NRG, are also included.
  - The manager or supervisor is required to account for numbers of staff working on site as well as the numbers who were equipped with the proper PPE.
  - Individual record keeping for audit purposes, such as individual sign out sheets or rosters of staff working must be maintained by the manager/supervisor.
  - The manager/supervisor uses the Houston ISD COVID-19 PPE Tracker to log their role, facility, and number of staff working as well as the number of staff equipped with the proper PPE for each day.

<table>
<thead>
<tr>
<th>ECPM 4.2 Support Data – Staff PPE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>- The manager/supervisor uses the Houston ISD COVID-19 PPE Tracker to log their role, facility, and number of staff working as well as the number of staff equipped with the proper PPE for each day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ECPM 4.2 Status – Staff PPE

- The district is on track to provide 100% of employees directed to work on site with appropriate PPEs.
- Communications regarding PPEs has been sent to all staff.
- Centralized Documentation of PPE distribution is started May 11th.
SUBJECT: REPORT FROM THE AUDIT COMMITTEE CHAIR

Pursuant to Board Policy BDB(LOCAL), Board Internal Organization: Board Committees, the Houston Independent School District (HISD) Board of Education Board Audit Committee chair presents to the board a report for discussion on the work and progress of the committee.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education receives and discusses a report from the Board Audit Committee chair, effective May 15, 2020.
SUBJECT: UPDATE FROM THE BOARD OPERATING PROCEDURES AD HOC COMMITTEE CHAIR

Pursuant to Board Policy BDB(LOCAL), Board Internal Organization: Board Committees, the Houston Independent School District (HISD) Board of Education Board Operating Procedures Ad Hoc Committee chair presents to the board an update for discussion on the work and progress of the committee.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education receives and discusses an update from the Board Operating Procedures Ad Hoc Committee chair, effective May 15, 2020.
SUBJECT: RECEIVE AND DISCUSS DRAFT OF COMMUNITY ENGAGEMENT PLAN FROM BOARD COMMUNITY ENGAGEMENT AD HOC COMMITTEE

The Houston Independent School District (HISD) Board of Education Community Engagement Strategy Ad Hoc Committee was formed in March 2020 to create a plan to engage with parents and stakeholders about the board’s governance priorities, in accordance with the Lone Star Governance Framework.

Pursuant to Board Policy BDB(LOCAL), Board Internal Organization: Board Committees, the Houston Independent School District (HISD) Board of Education Community Engagement Strategy Ad Hoc Committee chair presents to the board an update for discussion on the work and progress of the committee.

The committee’s initial plans for engaging the public have changed as a consequence of the COVID-19 health emergency, and meetings will be held virtually.

A proposed timeline is attached to this item along with the Explanatory Sheet.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is not aligned to a core initiative but is ministerial for compliance purposes only.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education participates in an open discussion of the proposed community engagement timeline on May 14, 2020.
### AGENDA ITEM | TITLE (SUBJECT) | SCHEDULED MEETING
---|---|---
B-6 | Receive And Discuss Draft Of Community Engagement Plan From Board Community Engagement Ad Hoc Committee | 5/14/2020

**INITIATED BY:** Judith Cruz, Second Vice President and District VIII Trustee

**BACKGROUND:**
School board members are guardians of the public trust and hold the vision and values of the community. The Lone Star Governance Framework charges school boards with engaging the community as part of the process of creating a vision, student outcome goals, and constraints such that there is broad community ownership of the vision and goals. The HISD board made it a priority to engage with parents and stakeholders around governance priorities and approved this as a part of a Governance Strategic Plan in December. The Ad Hoc Community Engagement Committee (Adams, Allen, Cruz) met twice in the month of March, and the original draft plan included in-person meetings in April. COVID-19 drastically changed plans and meetings will be conducted virtually via webinars. The committee will present the plan and timeline to the full board for discussion and approval at the regular board meeting on May 14, 2020.

**OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:**

**ADMINISTRATIVE RESPONSES REQUIRED:**

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The purpose of this agenda item is to seek discussion and approval of the community engagement plan from the Houston Independent School District (HISD) Board of Education for the 2020 calendar year.
## Timeline:

<table>
<thead>
<tr>
<th>Month</th>
<th>Deliverable</th>
<th>Action Items</th>
</tr>
</thead>
</table>
| April | ➔ Finalize committee proposal for board approval | ★ Submit by April 27 for board agenda for May  
★ Need to finalize tech capability  
★ Announce budget workshops |
| May   | ➔ LSG webinars | ★ Super light (two hours), including 30 min of Q&A  
★ Bilingual - different trainings  
★ Minimum of two trustees presenting  
★ Flyer for wide distribution  
★ Registration link  
★ Provide info on board webpage  
★ Post webinar survey  
★ Reach out to SDMCs and PTO/PTAs  
★ Announce budget workshop  
★ Finalize goals/constraints/theory of action  
★ Partner with orgs to present and get participants |
| June  | ➔ Goals/Constraints/Theory of Action webinars | ★ Bilingual - different trainings  
★ Minimum of two trustees presenting  
★ Flyer for wide distribution  
★ Registration link  
★ Provide info on board webpage  
★ Post webinar survey  
★ Reach out to SDMCs and PTO/PTAs  
★ Announce budget workshop |
| July       | → Community orgs to request trustees to present (ongoing for the rest of the year) | ★ Create request form  
★ Provide link to form on board webpage |
|------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| August     | → Monthly newsletters from trustees  
→ Attend community meetings         | ★ Announce budget workshop  
★ Newsletter drafted  
★ Distribution list  
★ Calendar of community meeting requests |
| September  | → Video with trustees about goals, etc.  
→ Monthly newsletters  
→ Attend community meetings       | ★ Video created  
★ Newsletter drafted  
★ Calendar of community meeting requests |
| October    | → Monthly newsletters  
→ Attend community meetings         | ★ Continue to share video  
★ Newsletter drafted  
★ Calendar of community meeting requests |
| November   | → Monthly newsletters  
→ Attend community meetings         | ★ Newsletter drafted  
★ Calendar of community meeting requests |
| December   | → Monthly newsletters  
→ Attend community meetings         | ★ Newsletter drafted  
★ Calendar of community meeting requests |
SUBJECT: DISCUSSION OF THE GOVERNANCE STRATEGIC PLAN

On December 12, 2019, the Lone Star Governance coaches presented the Governance Strategic Plan that will guide governance training and implementation through August 2020.

Since that time, revisions have been made, and the Houston Independent School District Board of Education is now asked to discuss the updated Governance Strategic Plan.

A draft copy of the Governance Strategic Plan is attached to this item.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is not aligned to a core initiative but is ministerial for compliance purposes only.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education participates in an open discussion of the proposed draft of the Governance Strategic Plan on May 14, 2020.
SUBJECT: APPROVAL OF THE 2020–2021 REGION 4 REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF SHARED SERVICES ARRANGEMENT WITH PASADENA INDEPENDENT SCHOOL DISTRICT AND DEER PARK INDEPENDENT SCHOOL DISTRICT

Region 4 Education Service Center (ESC) attorneys Thompson & Horton LLP have prepared a shared services arrangement (SSA) for Regional Day School Program for the Deaf (RDSPD) services to be provided to Houston Independent School District (HISD), Pasadena ISD, and Deer Park ISD. Therefore, the SSA with HISD, Pasadena ISD, Deer Park ISD, and Region 4 ESC is presented for board approval at this time.

The expansion of the Region 4 RDSPD fulfills the purpose of education service centers to assist school districts in improving student performance and to enable school districts to operate more efficiently and economically (Chapter 8.002 TEC).

This agenda item authorizes the superintendent of schools or a designee to approve other individual contracts after they have been negotiated by appropriate financial, legal, and Special Education staff members.

The 2020–2021 Region 4 SSA will be on file in the Office of Special Education Services and Community Services.

COST/FUNDING SOURCE(S): The total cost of this program amounts to $4,263,723.00 and will be funded by IDEA-B Formula and IDEA-B Preschool grant funds.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four HISD goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports. It continues to provide instructional and related services for students who are deaf, hearing impaired, or deaf and blind.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.
RECOMMENDED: That the Board of Education approves the 2020–2021 Region 4 RDSPD shared services arrangement with Pasadena ISD and Deer Park ISD, effective May 15, 2020.
AGENDA ITEM | TITLE (SUBJECT) | SCHEDULED MEETING
--- | --- | ---

INITIATED BY: Office of Special Education – S. Lachlin Verrett, Assistant Superintendent, Office of Special Education Services, and Bailey Gates, Program Manager, DHH/VI and Regional Day School for the Deaf (RDSPD)

BACKGROUND:
- In July 2019, the Deer Park Independent School District (ISD) Board of Trustees voted and approved a measure for the district to withdraw from the Tri-County East RDSPD. A letter dated July 16, 2019, was sent to Goose Creek Consolidated ISD indicating the decision.
- In a letter dated July 17, 2019, the Deer Park ISD formally requested from Region 4 Education Service Center (ESC) membership in the Region 4 RDSPD shared services arrangement (SSA). Region 4 ESC serves as the fiscal agent for the Region 4 RDSPD SSA. On September 9, 2019, the Region 4 RDSPD Management Board consisting of Houston ISD, Pasadena ISD, and Region 4 ESC voted and approved Deer Park ISD’s request for membership as a member district acting as a satellite site for the program beginning at the start of the 2020–2021 school year. Deer Park ISD will provide parent-infant advisory and itinerant services. Cluster site services for Deer Park ISD students will be provided by Pasadena ISD.
- HISD has been a part of this SSA since 2013.
- SSA is up for renewal between Houston ISD, Pasadena ISD, and Deer Park ISD to provide instructional and related services for students who are deaf, hearing impaired, or deaf and blind. Deer Park ISD is joining the SSA effective August 2020.
- Agenda item authorizes the superintendent of schools or a designee to approve other individual contracts after they have been negotiated by appropriate financial, legal, and Special Education staff members.

OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: None

ADMINISTRATIVE PROCEDURES REQUIRED: This item does not require consultation.
Office of the Superintendent of Schools
Board of Education Meeting of May 14, 2020

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: APPROVAL OF THE PROPOSED 2020–2021 LOCAL CALENDAR FOR THE CENTRAL OFFICE AND CAMPUS-BASED NON-TEACHER APPRAISAL SYSTEM

Central office and campus-based non-teachers in the Houston Independent School District (HISD) shall participate in the non-teacher appraisal process on an annual basis and follow the local calendar adopted annually by the Board of Education.

A summary of deadlines for all appraisal activities is as follows:

Appraisal Training:
All appraisers of non-teacher employees and all non-teacher employees shall participate in an initial appraisal training and in an annual update appraisal training if available thereafter.

Goal-Setting Conferences:
Goal-Setting Conferences shall be completed according to the central office or campus-based non-teacher’s duty schedule.

<table>
<thead>
<tr>
<th>Duty Schedule</th>
<th>Goal-Setting Conference Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-month central office duty schedules</td>
<td>November 13, 2020</td>
</tr>
<tr>
<td>11- and 11.5-month employees</td>
<td>October 30, 2020</td>
</tr>
<tr>
<td>10- and 10.5-month employees</td>
<td>October 30, 2020</td>
</tr>
<tr>
<td>11-month Teacher Development Specialists (TDS), Alternative Police, and Custodians</td>
<td>October 30, 2020</td>
</tr>
<tr>
<td>All campus-based duty schedules</td>
<td>October 30, 2020</td>
</tr>
</tbody>
</table>

Progress Conference (optional):
Progress Conferences are optional. If held, Progress Conferences shall be conducted according to the central office or campus-based non-teacher’s duty schedule.

<table>
<thead>
<tr>
<th>Duty Schedule</th>
<th>Progress Conference Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-month employees</td>
<td>May 10, 2021–June 18, 2021</td>
</tr>
<tr>
<td>11- and 11.5-month employees</td>
<td>February 15, 2021–April 1, 2021</td>
</tr>
<tr>
<td>10- and 10.5-month employees</td>
<td>January 19, 2021–February 26, 2021</td>
</tr>
<tr>
<td>11-month TDS, Alternative Police, and Custodians</td>
<td>January 19, 2021–February 26, 2021</td>
</tr>
<tr>
<td>All campus-based duty schedules</td>
<td>January 19, 2021–February 26, 2021</td>
</tr>
</tbody>
</table>
End-of-Year Conference:
End-of-Year Conferences shall be conducted according to the central office or campus-based non-teacher’s duty schedule. Note: The End-of-Year Conference window opens when the employee’s optional Self-Assessment window closes.

<table>
<thead>
<tr>
<th>Duty Schedule</th>
<th>Final date to submit annual appraisal to employee for review</th>
<th>Final date to complete End-of-Year Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-month employees</td>
<td>August 13, 2021</td>
<td>August 20, 2021</td>
</tr>
<tr>
<td>11- and 11.5-month employees</td>
<td>June 11, 2021</td>
<td>June 18, 2021</td>
</tr>
<tr>
<td>10- and 10.5-month employees</td>
<td>May 14, 2021</td>
<td>May 21, 2021</td>
</tr>
<tr>
<td>11-month TDS, Alternative Police, and Custodians</td>
<td>May 14, 2021</td>
<td>May 21, 2021</td>
</tr>
<tr>
<td>All campus-based duty schedules</td>
<td>May 14, 2021</td>
<td>May 21, 2021</td>
</tr>
</tbody>
</table>

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed 2020–2021 local calendar for the Central Office and Campus-Based Non-Teacher Appraisal System, effective May 15, 2020.
<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>TITLE (SUBJECT)</th>
<th>SCHEDULED MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-2</td>
<td>Approval Of The Proposed 2020–2021 Local Calendar For The Central Office And Campus-Based Non-Teacher Appraisal System</td>
<td>May 14, 2020</td>
</tr>
</tbody>
</table>

INITIATED BY: Academics – Yolanda Rodriguez, Interim Chief Academic Officer

BACKGROUND: Cessation of normal business operations prevent the district from being able to meet all of the requirements of This item is the usual annual appraisal calendars for the district’s locally developed appraisal systems.

OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY: Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems

ADMINISTRATIVE PROCEDURES REQUIRED: This item requires consultation.
Office of the Superintendent of Schools
Board of Education Meeting of May 14, 2020

Office of Academic Services
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: APPROVAL OF THE PROPOSED 2020–2021 LOCAL CALENDAR FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM

Teachers in the Houston Independent School District (HISD) shall participate in the teacher appraisal and development process on an annual basis and follow the local calendar adopted annually by the Board of Education as follows:

<table>
<thead>
<tr>
<th>Deadlines</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14, 2020</td>
<td>Formal appraisal period begins</td>
</tr>
<tr>
<td>September 18, 2020</td>
<td>Teacher Individual Professional Development Plan (IPDP) submitted to appraisers for review</td>
</tr>
<tr>
<td></td>
<td>Student Performance Measures submitted to teachers</td>
</tr>
<tr>
<td>September 25, 2020</td>
<td>Student Performance Measures acknowledged by teachers</td>
</tr>
<tr>
<td>September/October 2020</td>
<td>2019–2020 Summative Rating acknowledged by teachers</td>
</tr>
<tr>
<td></td>
<td>Within ten working days of Summative Rating release, deadline for eligible teachers to opt in to Modified Teacher Appraisal and Development System (M-TADS)</td>
</tr>
<tr>
<td>October 16, 2020</td>
<td>All* Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool (except spring-semester-only courses)</td>
</tr>
<tr>
<td></td>
<td>Teacher IPDP acknowledged by appraiser</td>
</tr>
<tr>
<td></td>
<td>Goal-Setting Conferences completed in the online tool</td>
</tr>
<tr>
<td>November 9 – December 4, 2020</td>
<td>Fall Staff Review window (Each teacher must have at least one complete Observation in the online tool by scheduled session)</td>
</tr>
<tr>
<td>January 8, 2021</td>
<td>Fall-semester-only courses Results Worksheets for pre-approved and appraiser approved assessments due to appraisers through online tool</td>
</tr>
<tr>
<td>January 15, 2021</td>
<td>Spring-semester-only courses Student Performance Goals Worksheets and Appraiser-Approved Assessments/Rubrics completed and approved through online tool</td>
</tr>
<tr>
<td>January 22, 2021</td>
<td>Progress Conferences completed in the online tool</td>
</tr>
<tr>
<td>February 5, 2021</td>
<td>Late hire date</td>
</tr>
<tr>
<td></td>
<td>Final day to submit requests for Progress Conference Second Appraisal Review to School Support Officers (SSOs)/Lead Principals</td>
</tr>
<tr>
<td>February 19, 2021</td>
<td>Spring check-ins (as needed) completed</td>
</tr>
<tr>
<td>April 9, 2021</td>
<td>All required Observations and Walkthroughs completed</td>
</tr>
<tr>
<td>April 16, 2021</td>
<td>Final End-of-Year (EOY) ratings determined and submitted to</td>
</tr>
</tbody>
</table>
teachers in online tool
(Teachers have five working days to review EOY ratings prior to their EOY Conference)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 23, 2021</td>
<td>EOY Conferences completed in online tool</td>
</tr>
<tr>
<td>May 7, 2021</td>
<td>Final day to submit requests for EOY Conference Second Appraisal Review to SSOs/Lead Principals</td>
</tr>
<tr>
<td>May 21, 2021</td>
<td>Second appraisals/additional EOY Conferences completed in the online tool</td>
</tr>
<tr>
<td>May 28, 2021</td>
<td>Formal appraisal and informal coaching development period ends</td>
</tr>
<tr>
<td>June 1, 2021</td>
<td>All Appraiser-Approved Results Worksheets completed with appraisers’ acknowledgements in online tool; all Walkthroughs, Observations, and IPDPs completed in online tool</td>
</tr>
</tbody>
</table>

**Restrictions:**
Formal 30-minute Observations and/or 10-minute Walkthroughs shall not be conducted on the following days:

- **Any day outside of the appraisal period:** The appraisal period begins on September 14, 2020, and ends on May 28, 2021.
- **The instructional day prior to or during the administration of the following standardized tests:**
  - State of Texas Assessment of Academic Readiness (STAAR)
  - Texas English Language Proficient Assessment System (TELPAS) Reading
  - End of Course (EOC) Exams, International Baccalaureate (IB) Exams, and Advanced Placement (AP) Exams
  This applies only to those teachers directly involved in the specific testing; however, teachers are expected to resume classroom instruction once testing has ended for the day.
- **The last instructional day before or immediately after Thanksgiving break, Winter break, and Spring break:** The dates that are excluded are November 20, 2020; November 30, 2020; December 18, 2020; January 5, 2021; March 12, 2021; and March 22, 2021.

**Fall Staff Review:**
Sessions are scheduled with each principal through his/her SSO/Lead Principal in coordination with the area PCIM and will occur between November 9 and December 4, 2020, excluding the week of November 23-27, 2020 when the district is closed for Thanksgiving Break.

**Spring Check-ins:**
Spring Check-ins are scheduled with each principal through his/her SSO/Lead Principal and will occur between February 8 and February 19, 2021, as needed.
**Additional Considerations:**
The technology tools used to support the implementation of TADS, Feedback & Development and Student Performance, will change for the 2020–2021 school year. As employees navigate the new platforms, additional time may be needed for appraisal activities. Any activities completed within five working days after the stated deadline shall not be considered late for the 2020–2021 school year only.

**COST/FUNDING SOURCE(S):** None

**STAFFING IMPLICATIONS:** None

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all four district goals and is aligned to Core Initiative 1: Effective Teacher in Every Classroom and Core Initiative 3: Rigorous Instructional Standards and Supports.

**THIS ITEM DOES REQUIRE CONSULTATION.**

**THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.**

<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>TITLE (SUBJECT)</th>
<th>SCHEDULED MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-3</td>
<td>Approval Of The Proposed 2020–2021 Local Calendar For The Teacher Appraisal And Development System</td>
<td>May 14, 2020</td>
</tr>
</tbody>
</table>

**INITIATED BY:** Academics – Yolanda Rodriguez, Interim Chief Academic Officer

**BACKGROUND:** Cessation of normal business operations prevent the district from being able to meet all of the requirements of the usual annual appraisal calendars for the district’s locally developed appraisal systems.

**OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:** Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems

**ADMINISTRATIVE PROCEDURES REQUIRED:** This item requires consultation.
Office of the Superintendent of Schools  
Board of Education Meeting of May 14, 2020

Office of Academic Services  
Yolanda Rodriguez, Interim Chief Academic Officer

SUBJECT: APPROVAL OF THE PROPOSED 2020–2021 LOCAL CALENDAR FOR THE SCHOOL LEADER APPRAISAL SYSTEM

School leaders in the Houston Independent School District (HISD) shall participate in the school leader appraisal process on an annual basis and follow the local calendar adopted annually by the Board of Education.

A summary of deadlines for all appraisal activities is as follows:

<table>
<thead>
<tr>
<th>Deadlines</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 3, 2020</td>
<td>Campus observations begin</td>
</tr>
<tr>
<td>October 9, 2020</td>
<td>Appraisal training/updates for school leaders completed</td>
</tr>
<tr>
<td>October 16, 2020</td>
<td>Goal-Setting Conferences completed</td>
</tr>
<tr>
<td>November 2020</td>
<td>2019-2020 Scorecards available</td>
</tr>
<tr>
<td></td>
<td>Summative Ratings acknowledged by school leaders</td>
</tr>
<tr>
<td>February 26, 2021</td>
<td>Optional Progress Conferences completed</td>
</tr>
<tr>
<td>May 21, 2021</td>
<td>Campus observations completed</td>
</tr>
<tr>
<td>June 25, 2021</td>
<td>End-of-Year Conferences completed</td>
</tr>
</tbody>
</table>

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 2: Effective Principal in Every School.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

### BOARD AGENDA ITEM EXPLANATORY SHEET

<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>TITLE (SUBJECT)</th>
<th>SCHEDULED MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-4</td>
<td>Approval Of The Proposed 2020–2021 Local Calendar For The School Leader Appraisal System</td>
<td>May 14, 2020</td>
</tr>
</tbody>
</table>

**INITIATED BY:** Academics – Yolanda Rodriguez, Interim Chief Academic Officer

**BACKGROUND:** Cessation of normal business operations prevent the district from being able to meet all of the requirements of the usual annual appraisal calendars for the district’s locally developed appraisal systems.

**OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:** Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems

**ADMINISTRATIVE PROCEDURES REQUIRED:** This item requires consultation.
Subj.: Approval to Waive Certain Requirements of Board Policy DN(LOCAL) in Light of the COVID-19 Impact on Normal District Operations

The Houston Independent School District Board of Education is asked to consider waiving certain requirements of DN(LOCAL), Performance Appraisal; the Non-Teacher Appraisal System (NTAS) manual; and the non-teacher appraisal calendar as a result of the disruption to district operations because of the COVID-19 public health crisis.

On March 13, 2020, the district ceased normal business operations and began to provide virtual instruction and educational services to students. In addition, Texas Education Commissioner Mike Morath applied for and on March 27, 2020, received a waiver of assessment, accountability, and reporting requirements for the 2019–2020 school year. Further, on April 14, 2020, Governor Greg Abbott ordered Texas schools to remain closed for the remainder of the current school year. The extension of these orders further impacts the district's ability to resume normal business operations.

Cessation of normal business operations prevents the district from being able to meet all of the requirements for its locally-governed non-teacher appraisal system set forth in DN(LOCAL), the NTAS manual, and the non-teacher appraisal calendar. In fairness to employees who are unable to complete their normal duties, as well as those employees working in new methods and using new tools, the board is asked to consider modification of the current appraisal system. The board is asked to waive all end-of-year evaluations for employees appraised in the NTAS. Employees who received final ratings for the 2018–2019 appraisal year will carry these ratings over for the 2019–2020 appraisal year. In instances where employees did not receive a 2018–2019 final rating, the employee will receive not rated for 2019–2020.

In light of the impact of the COVID-19 public health crisis on district operations, the board is asked to waive the requirement for an annual appraisal required by DN(LOCAL) for the 2019–2020 school year. as follows:

The waiver will allow the district to respond to the current disruption in normal business operations and evaluate all employees appraised using the non-teacher appraisal system in a consistent way.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None
ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 4: Data-Driven Accountability.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education waives certain requirements of Board Policy DN(LOCAL) as set forth herein, effective May 15, 2020.
# BOARD AGENDA ITEM EXPLANATORY SHEET

<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
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</thead>
<tbody>
<tr>
<td>D-5</td>
<td>Approval To Waive Certain Requirements Of Board Policy DN(LOCAL) In Light Of The COVID-19 Impact On Normal District Operations</td>
<td>May 14, 2020</td>
</tr>
</tbody>
</table>

**INITIATED BY:** Academics – Yolanda Rodriguez, Interim Chief Academic Officer

**BACKGROUND:** Cessation of normal business operations prevent the district from being able to meet all of the requirements of our locally-governed non-teacher appraisal system set for in DN(LOCAL), the Non-Teacher Appraisal System (NTAS) manual, and the non-teacher appraisal calendar. The board is asked to waive all end-of-year evaluations for employees appraised in the Non-Teacher Appraisal System.

**OTHER DISTRICT RESOURCES OR PROGRAMS AFFECTED/NEEDED, IF ANY:** Training and implementation support provided by the Talent Development and Performance Team, technical infrastructure and platforms to support implementation of the appraisal systems

**ADMINISTRATIVE PROCEDURES REQUIRED:** This item requires consultation.
SUBJECT: APPROVAL OF RESOLUTION OF THE BOARD OF EDUCATION TO APPROVE CAMPUS TURNAROUND PLAN FOR SUGAR GROVE ACADEMY

Each campus designated as Second Year F-rated by the Texas Education Agency (TEA) is required to develop and submit a turnaround plan describing the actions the campus will take over a two-year period to produce improvements in student outcomes. Each campus’s turnaround plan is developed by the principal in collaboration with a coaching facilitator, school support officer, district coordinator of school improvement, and the area superintendent for each campus. In addition, each campus is required to seek input and feedback from parents and staff and submit its plan to the TEA for review and approval after the plan receives approval from the local board of education. This item seeks board approval of the resolution to approve the turnaround plan for the Sugar Grove Academy.

COST/FUNDING SOURCE(S): None. No additional costs outside of the campus’s budget and the current Achieve 180 budget are anticipated.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five core initiatives.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the resolution to approve the campus turnaround plan for Sugar Grove Academy, effective May 15, 2020.
EXECUTIVE SUMMARY
Board Agenda Item

Board of Education Meeting: May 14, 2020

Board Item: Approval of Resolution of the Board of Education to Approve the Campus Turnaround Plan for Sugar Grove

Rationale:
- Each campus designated as 2nd Year F-rated by the Texas Education Agency (TEA) is required to develop and submit a turnaround plan describing the actions the campus will take over a two-year period to produce improvements in student outcomes.
- Sugar Grove Academy is the only 2nd year F-rated campus in the Houston Independent School District (HISD).
- Each campus’s turnaround plan is developed by the principal in collaboration with a coaching facilitator, school support officer, district coordinator of school improvement, and the area superintendent for each campus.
- Each campus is required to seek input and feedback from community stakeholders and submit its plan to the TEA for review and approval after the plan receives approval from the local Board of Education.
- TEA requires that a board resolution be agreed upon to approve the turnaround plan for Sugar Grove Academy.
- The board resolution submitted was created using the designated TEA-provided template for this type of board resolution.
- This item seeks board approval of the resolution to approve the turnaround plan for the Sugar Grove Academy.

Cost and Funding Source: No additional costs outside of each campus’s budget and the current Achieve 180 budget are anticipated.
RESOLUTION OF THE HOUSTON ISD BOARD OF EDUCATION
TO APPROVE CAMPUS TURNAROUND PLAN(S)

WHEREAS, Houston ISD Board of Education and the Superintendent attest that the District Coordinator of School Improvement, principal supervisor (if applicable) and principal for Sugar Grove Academy have the knowledge, skills, and experience necessary to implement the plan as written;

WHEREAS, Houston ISD Board of Education and the Superintendent attest that if a new principal is hired on the campus prior to or during the implementation of the turnaround plan, the district must notify the agency immediately and ensure that the new principal will implement the commissioner approved plan;

WHEREAS, Houston ISD Board of Education and the Superintendent attest that assistance was requested from parents and community members in developing the campus turnaround plan for Sugar Grove Academy, per Texas Education Code (TEC) 39A.103(2). In addition, the request and input have been recorded and are available upon request;

WHEREAS, the Houston ISD Board of Education and the Superintendent attest that the campus site-based decision making committee (if applicable), parents, teachers, and community members had an opportunity to review the plan before it was submitted for approval to the board of education, per TEC 39A.104(a); and,

WHEREAS, the Houston ISD Board of Education and the Superintendent attest that this plan provides clear focus and urgency to effectively move the turnaround initiative(s) forward, and the district confirms its commitment to support the school in the successful implementation of this plan:

NOW, THEREFORE, be it resolved that: The Board of Education of Houston ISD and the Superintendent on May 14, 2020 have approved the campus turnaround plan for Sugar Grove Academy to be submitted to the Texas Education Agency.

ADOPTED May 14, 2020

HOUSTON INDEPENDENT SCHOOL DISTRICT

By:

_________________________  __________________________
Superintendent           Board Assistant Secretary

_________________________  __________________________
Board President          Board Member

_________________________  __________________________
Board 1st Vice President  Board Member

_________________________  __________________________
Board 2nd Vice President  Board Member

_________________________  __________________________
Board Secretary          Board Member
Office of the Superintendent of Schools  
Board of Education Meeting of May 14, 2020  

Office of Strategy and Innovation  
Rick Cruz, Chief Strategy and Innovation Officer  

SUBJECT: CONSIDER AND TAKE POSSIBLE ACTION TO APPROVE THE RESOLUTION TO INITIATE THE PROCESS OF DESIGNATION AS A DISTRICT OF INNOVATION  

The Board of Education is asked to consider an action to approve the resolution to initiate the process of designation as a District of Innovation.

This board resolution serves the purposes outlined in Texas Education Code (TEC) 12.A.001(c)(1) which states that consideration of designation as a District of Innovation may be initiated by a resolution adopted by the Board of Education. This resolution allows the board to engage in a public hearing to consider whether the district should develop a local innovation plan for the designation of the district as a District of Innovation.

COST/FUNDING SOURCE(S): None  
STAFFING IMPLICATIONS: None  
ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the resolution to initiate the process of designation as a District of Innovation, effective May 15, 2020.
Resolution to Initiate the Process of Designation as a District of Innovation

WHEREAS, the Houston ISD Board of Education is committed to the mission of equitably educating the whole child so that every student graduates with the tools to reach their full potential;

WHEREAS, Texas Education Code 12A.001 provides that a district is eligible for designation as a “District of Innovation” if the district’s most recent performance rating under Section 39.054 reflects at least acceptable performance, and that consideration of designation as a District of Innovation may be initiated by a resolution adopted by the board of education of the district;

WHEREAS, the most recent performance rating of Houston ISD (‘the District”) under Texas Education Code 39.054 reflects at least acceptable performance;

WHEREAS, the Houston ISD Board of Education believes that increased local flexibility will better allow for the District to more quickly attain its educational mission and vision; and

WHEREAS, Texas Education Code 12A.001 requires districts seeking to be designated as Districts of Innovation to develop a Local Innovation Plan providing for a comprehensive educational program and identifying the requirements imposed by the Texas Education Code that inhibit the goals of the Local Innovation Plan;

WHEREAS, the Houston ISD Board of Education does not desire that the District be exempted from any existing laws relating to teacher contracts or teacher benefits or any other existing laws except: (1) the law prohibiting the District from beginning instruction before the fourth Monday in August; (2) the laws that limit the ability of the District to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations (such as Health Sciences, Engineering, etc.) in Career and Technical Education courses; and (3) the laws related to the Minimum Attendance for Class Credit or Final Grade (90 Percent Rule); and (4) the laws related to the Minimum Minutes of Instruction.

WHEREAS, Texas Education Code Section 25.0811 prohibits the District from beginning instruction before the fourth Monday in August;

WHEREAS, flexibility to begin instruction earlier in the calendar year will enable the District to improve student learning by balancing the amount of instructional time in the semesters, which will allow teachers to better pace and deliver instruction before and after the winter break;

WHEREAS, flexibility to begin instruction earlier in the calendar year will enable the District to better compete with surrounding school districts, including local charter schools that frequently start and end their school years two weeks earlier than the District;
WHEREAS, flexibility to begin instruction earlier in the calendar year will enable teachers and students to have more instructional time before state-mandated tests;

WHEREAS, flexibility to start and end the school year earlier, will enable students to enroll in college courses that start in early June, thereby increasing college and career readiness;

WHEREAS, Texas Education Code Sections 21.003, 21.053, and 21.044 and limit the District's ability to hire teachers to teach hard-to-fill, high-demand and Career and Technical Education courses when high quality certified teachers are not available;

WHEREAS, an exemption from existing teacher certification requirements for and Career and Technical Education teachers would afford the District the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations (e.g. Engineering, Health Sciences, Construction, and Manufacturing) in Career and Technical Education courses if certified teachers are not available to teach those courses;

WHEREAS, Texas Education Code Sections 25.082 and 25.081 define a school day as “at least seven hours” and “420 minutes of instruction” and limit the district’s ability to exert local control over the district calendar;

WHEREAS, an exemption from existing school day length requirements would provide the flexibility to occasionally shorten the school day to provide more time for teachers to plan, collaborate, and prepare for instruction that better meets the needs of students, and flexibility to promote innovative programs that increase graduation rates;

WHEREAS, Texas Education Code 25.092 mandates that any student grades Kindergarten through Grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered, limiting the district from providing non-traditional individualized learning opportunities;

WHEREAS, an exemption from the 90 percent attendance requirement would provide the District the flexibility to explore innovative solutions that best meet the needs of our diverse student population, including online and active learning opportunities that ensure students have mastered their coursework in flexible learning settings, even apart from the traditional brick and mortar classroom environment;

WHEREAS, the Houston ISD Board of Education believes that any Local Innovation Plan, if ultimately adopted, should be developed in collaboration with the community and District stakeholders; and

WHEREAS, before considering the creation of a Local Innovation Plan, the Houston ISD Board of Education will hold a public hearing to receive feedback from the community and District stakeholders.
IT IS THEREFORE RESOLVED THAT the Houston ISD Board of Education on May 14th, 2020, initiates the process of exploring and considering the designation of the District as a District of Innovation under Texas Education Code 12A.001.

IT IS FURTHER RESOLVED THAT consideration of the District of Innovation be limited to seeking exemptions from: (1) the law prohibiting the District from beginning instruction before the fourth Monday in August; (2) the laws that limit the ability of the District to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations (such as Health Sciences, Engineering, etc.) in Career and Technical Education courses; and (3) the laws related to the Minimum Attendance for Class Credit or Final Grade (90 Percent Rule); and (4) the laws related to the Minimum Minutes of Instruction.

BE IT FURTHER RESOLVED that after this resolution is signed by the Board, a public hearing shall be held to consider whether the District should develop a local innovation plan for the designation of the District as a District of Innovation and that after the public hearing the Board of Education of Houston ISD shall appoint a committee consisting of 15 members to develop a local innovation plan or decline to pursue designation as a district of innovation, and that such committee shall consist of 15 members, six of whom will be appointed by the Superintendent, and one person from each trustee district who shall be appointed by the trustee representing said trustee district.

Adopted this 14th day of May 2020.

HOUSTON INDEPENDENT SCHOOL DISTRICT

____________________________________________
Sue Deigaard
Board President  Date

Attest:

____________________________________________
Dr. Patricia K. Allen
Board Secretary  Date
Office of the Superintendent of Schools
Board of Education Meeting of May 14, 2020

Office of Strategy and Innovation
Rick Cruz, Chief Strategy and Innovation Officer

SUBJECT: **AUTHORITY TO NEGOTIATE AND EXECUTE RENEWAL AGREEMENTS WITH ENERGIZED FOR EXCELLENCE ACADEMY AND ENERGIZED FOR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH ACADEMY CAMPUSES FOR THE 2020–2021 SCHOOL YEAR**

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute renewal agreements with Energized for Excellence Academy and Energized for Science, Technology, Engineering, and Math Academy (E-STEM) campuses, which are HISD contract charter schools. This action will facilitate the implementation of rigorous performance standards at HISD contract charter schools for school year 2020–2021.

Each agreement includes a program description, services to be provided by the school and by HISD, a compensation process, data management procedures, and standards for accountability. HISD’s chief financial officer attests that each of the charters have submitted an unqualified audit opinion for the end of the 2019 fiscal year, and that he is aware of no other obstacles to renewing the contracts.

The two contract charter schools listed below are requesting negotiation of their agreements.

1. Energized for Excellence Academy
2. E-STEM campuses (formerly Southeast and Southwest campuses)

Please note that E-STEM Southeast and Southwest campuses have elected to consolidate their respective high-school and middle-school campuses to become E-STEM Academy High School and E-STEM Academy Middle School. Also, Inspired for Excellence Academy, Inc., has elected not to renew its contract. These decisions were reached by their charter school board and were communicated to HISD administration as a result of low enrollment.
COST/FUNDING SOURCE(S): The total cost for these contracts is estimated at $22,470,000. Cost will be based on actual student enrollment at each contracted charter and the terms in each contract.

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STAFFING IMPLICATIONS: Charters will be staffed according to enrollment. District staffing for oversight of charters is required.

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports, Core Initiative 4: Data-Driven Accountability, and Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute renewal agreements with Energized for Excellence Academy and E-STEM campuses, effective May 15, 2020.
Authority to Negotiate and Execute Renewal Agreements with Contract Charter Schools for the 2020–2021 School Year

BACKGROUND:
Currently, all charter schools entering year three of a three-year contract term. This item brings the charter school performance contracts forward to the board for their annual renewal, which upon approval, provides the Superintendent the authority to approve funding for these campuses for the 2020–2021 school year.

OBJECTIVES:
- To increase student achievement for HISD students by providing additional, high-quality educational options.
- To spur educational innovation by providing additional flexibilities from HISD Board policy through the performance contract
- To provide a framework for increasing the academic and financial oversight of in-district charter campuses per Legislative Budget Board (LBB) recommendations.

FUTURE PLANS FOR CHARTER SCHOOL OVERSIGHT:
Recommendation 17 of the LBB report notes the need for additional systems and frameworks to monitor the performance of in-district charter schools. With these recommendations in mind, HISD plans to implement several changes this year, and in future years, related to increasing oversight:

The administration plans to bring forward policy revisions to EL(LOCAL), which upon approval of the board, will allow the administration to amend these contracts with more specific performance metrics that will be integrated into future agreements.

Significant changes proposed in the new EL(LOCAL) policy include:
- A revised performance contract which addresses the operational structure and financial structure of the charter campus;
- Contracts with a length of five years, subject to a high-stakes review in year three, aligned to metrics set for the campus set by the district as it relates to student performance, core academic-model specific milestones, Special Education services, operational performance milestones and audit requirements;
- Development of a comprehensive performance accountability and compliance monitoring system aligned with the Board’s performance standards that provides the board with the information to make rigorous, evidence-based decisions regarding future contract renewals.

To implement these policies, the district plans to take the following actions to ensure increased accountability and oversight. The district is recommending a phased-in approach to these changes to be able to give our contracted Charter schools enough time to implement the necessary changes:
- Develop a single office responsible for the academic, operational, and financial oversight for HISD’s in-district charter campuses.
- Implement a phased-in approach to amending oversight structures:
  - 2020–2021 School Year
▪ Pass an amended EL(LOCAL) board policy
▪ Utilize existing contract format and finalize the HISD Charter School Performance Framework to use with charter schools for the 2021–2022 school year.
▪ Develop a board monitoring framework and process for future charter school accountability.
▪ Develop a new RFP process for Charter Schools to re-apply for their in-district charter status.
▪ Amend contracts to add additional sections/provisions aligned to recommendations in LBB and add the new HISD Charter School Performance Framework to 2021–2022 contracts. The contract for 2021–2022 would be a one-year probationary contract that allows time for all campuses to transition successfully to the new accountability framework.

〢 2021–2022 School Year
▪ Implement School Performance Framework for its first full academic year.
▪ Conduct a charter school performance review in the early fall to review 2020–2021 academic performance.
▪ All current HISD charter schools will engage in an RFP process to re-apply for their status as an HISD in-district charter as their charter contracts end at the end of 2020–2021.
▪ All in-district charter partners selected through the RFP process will receive new, revised, five-year contracts to start the 2022–2023 school year.
SUBJECT: **AUTHORITY TO NEGOTIATE AND EXECUTE A RENEWAL AGREEMENT WITH MOUNT CARMEL ACADEMY FOR THE 2020–2021 SCHOOL YEAR**

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Mount Carmel Academy, an HISD contract charter school. This action will facilitate the implementation of rigorous performance standards at HISD contract charter schools for school year 2020–2021.

Each agreement includes a program description, services to be provided by the school and by HISD, a compensation process, data management procedures, and standards for accountability. HISD’s chief financial officer attests that the charter has submitted an unqualified audit opinion for the end of the 2019 fiscal year, and that he is aware of no other obstacles to renewing the contract.

COST/FUNDING SOURCE(S): The total cost for this contract is estimated at $1,930,000. Cost will be based on actual student enrollment at each contracted charter and the terms in each contract.

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STAFFING IMPLICATIONS: Charters will be staffed according to enrollment. District staffing for oversight of charters is required.

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports, Core Initiative 4: Data-Driven Accountability, and Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.
RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Mount Carmel Academy, effective May 15, 2020.
Authority to Negotiate and Execute Renewal Agreements with Contract Charter Schools for the 2020–2021 School Year

BACKGROUND:
Currently, all charter schools entering year three of a three-year contract term. This item brings the charter school performance contracts forward to the board for their annual renewal, which upon approval, provides the Superintendent the authority to approve funding for these campuses for the 2020–2021 school year.

OBJECTIVES:
• To increase student achievement for HISD students by providing additional, high-quality educational options.
• To spur educational innovation by providing additional flexibilities from HISD Board policy through the performance contract
• To provide a framework for increasing the academic and financial oversight of in-district charter campuses per Legislative Budget Board (LBB) recommendations.

FUTURE PLANS FOR CHARTER SCHOOL OVERSIGHT:
Recommendation 17 of the LBB report notes the need for additional systems and frameworks to monitor the performance of in-district charter schools. With these recommendations in mind, HISD plans to implement several changes this year, and in future years, related to increasing oversight:

The administration plans to bring forward policy revisions to EL(LOCAL), which upon approval of the board, will allow the administration to amend these contracts with more specific performance metrics that will be integrated into future agreements.

Significant changes proposed in the new EL(LOCAL) policy include:

• A revised performance contract which addresses the operational structure and financial structure of the charter campus;
• Contracts with a length of five years, subject to a high-stakes review in year three, aligned to metrics set for the campus set by the district as it relates to student performance, core academic-model specific milestones, Special Education services, operational performance milestones and audit requirements;
• Development of a comprehensive performance accountability and compliance monitoring system aligned with the Board’s performance standards that provides the board with the information to make rigorous, evidence-based decisions regarding future contract renewals.

To implement these policies, the district plans to take the following actions to ensure increased accountability and oversight. The district is recommending a phased-in approach to these changes to be able to give our contracted Charter schools enough time to implement the necessary changes:

• Develop a single office responsible for the academic, operational, and financial oversight for HISD’s in-district charter campuses.

• Implement a phased-in approach to amending oversight structures:
  ○ 2020–2021 School Year
- Pass an amended EL(LOCAL) board policy
- Utilize existing contract format and finalize the HISD Charter School Performance Framework to use with charter schools for the 2021–2022 school year.
- Develop a board monitoring framework and process for future charter school accountability.
- Develop a new RFP process for Charter Schools to re-apply for their in-district charter status.
- Amend contracts to add additional sections/provisions aligned to recommendations in LBB and add the new HISD Charter School Performance Framework to 2021–2022 contracts. The contract for 2021–2022 would be a one-year probationary contract that allows time for all campuses to transition successfully to the new accountability framework.

2021–2022 School Year

- Implement School Performance Framework for its first full academic year.
- Conduct a charter school performance review in the early fall to review 2020–2021 academic performance.
- All current HISD charter schools will engage in an RFP process to re-apply for their status as an HISD in-district charter as their charter contracts end at the end of 2020–2021.
- All in-district charter partners selected through the RFP process will receive new, revised, five-year contracts to start the 2022–2023 school year.
Subject: Authority to Negotiate and Execute a Renewal Agreement with Texas Connections Academy @ Houston for the 2020-2021 School Year

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Texas Connections Academy @ Houston, an HISD contract charter school. This action will facilitate the implementation of rigorous performance standards at HISD contract charter schools for school year 2020-2021.

Each agreement includes a program description, services to be provided by the school and by HISD, a compensation process, data management procedures, and standards for accountability. HISD’s chief financial officer attests that the charter has submitted an unqualified audit opinion for the end of the 2019 fiscal year, and that he is aware of no other obstacles to renewing the contract.

Cost/Funding Source(s): The total cost for this contract is estimated at $32,360,000. Cost will be based on actual student enrollment at each contracted charter and the terms in each contract.

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Staffing Implications: Charters will be staffed according to enrollment. District staffing for oversight of charters is required.

Organizational Goals/Impact: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports, Core Initiative 4: Data-Driven Accountability, and Core Initiative 5: Culture of Trust through Action.

This Item Does Require Consultation.

This Item Does Not Establish, Modify, or Delete Board Policy.
RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Texas Connections Academy @ Houston, effective May 15, 2020.
Authority to Negotiate and Execute Renewal Agreements with Contract Charter Schools for the 2020–2021 School Year

BACKGROUND:
Currently, all charter schools entering year three of a three-year contract term. This item brings the charter school performance contracts forward to the board for their annual renewal, which upon approval, provides the Superintendent the authority to approve funding for these campuses for the 2020–2021 school year.

OBJECTIVES:
- To increase student achievement for HISD students by providing additional, high-quality educational options.
- To spur educational innovation by providing additional flexibilities from HISD Board policy through the performance contract.
- To provide a framework for increasing the academic and financial oversight of in-district charter campuses per Legislative Budget Board (LBB) recommendations.

FUTURE PLANS FOR CHARTER SCHOOL OVERSIGHT:
Recommendation 17 of the LBB report notes the need for additional systems and frameworks to monitor the performance of in-district charter schools. With these recommendations in mind, HISD plans to implement several changes this year, and in future years, related to increasing oversight:

The administration plans to bring forward policy revisions to EL(LOCAL), which upon approval of the board, will allow the administration to amend these contracts with more specific performance metrics that will be integrated into future agreements.

Significant changes proposed in the new EL(LOCAL) policy include:

- A revised performance contract which addresses the operational structure and financial structure of the charter campus;
- Contracts with a length of five years, subject to a high-stakes review in year three, aligned to metrics set for the campus set by the district as it relates to student performance, core academic-model specific milestones, Special Education services, operational performance milestones and audit requirements;
- Development of a comprehensive performance accountability and compliance monitoring system aligned with the Board’s performance standards that provides the board with the information to make rigorous, evidence-based decisions regarding future contract renewals.

To implement these policies, the district plans to take the following actions to ensure increased accountability and oversight. The district is recommending a phased-in approach to these changes to be able to give our contracted Charter schools enough time to implement the necessary changes:

- Develop a single office responsible for the academic, operational, and financial oversight for HISD’s in-district charter campuses.
- Implement a phased-in approach to amending oversight structures:
  - 2020–2021 School Year
- Pass an amended EL(LOCAL) board policy
- Utilize existing contract format and finalize the HISD Charter School Performance Framework to use with charter schools for the 2021–2022 school year.
- Develop a board monitoring framework and process for future charter school accountability.
- Develop a new RFP process for Charter Schools to re-apply for their in-district charter status.
- Amend contracts to add additional sections/provisions aligned to recommendations in LBB and add the new HISD Charter School Performance Framework to 2021–2022 contracts. The contract for 2021–2022 would be a one-year probationary contract that allows time for all campuses to transition successfully to the new accountability framework.

  - 2021–2022 School Year
    - Implement School Performance Framework for its first full academic year.
    - Conduct a charter school performance review in the early fall to review 2020–2021 academic performance.
    - All current HISD charter schools will engage in an RFP process to re-apply for their status as an HISD in-district charter as their charter contracts end at the end of 2020–2021.
    - All in-district charter partners selected through the RFP process will receive new, revised, five-year contracts to start the 2022–2023 school year.
Office of the Superintendent of Schools  
Board of Education Meeting of May 14, 2020

Office of Strategy and Innovation  
Rick Cruz, Chief Strategy and Innovation Officer

SUBJECT: AUTHORITY TO NEGOTIATE AND EXECUTE A RENEWAL AGREEMENT WITH TEXAS SOUTHERN UNIVERSITY CHARTER SCHOOL FOR THE 2020–2021 SCHOOL YEAR

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Texas Southern University Charter School, an HISD contract charter school. This action will facilitate the implementation of rigorous performance standards at HISD contract charter schools for school year 2020–2021.

Each agreement includes a program description, services to be provided by the school and by HISD, a compensation process, data management procedures, and standards for accountability. HISD’s chief financial officer attests that the charter has submitted an unqualified audit opinion for the end of the 2019 fiscal year, and that he is aware of no other obstacles to renewing the contract.

COST/FUNDING SOURCE(S): The total cost for this contract is estimated at $350,000. Cost will be based on actual student enrollment at each contracted charter and the terms in each contract.

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STAFFING IMPLICATIONS: Charters will be staffed according to enrollment. District staffing for oversight of charters is required.

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports, Core Initiative 4: Data-Driven Accountability, and Core Initiative 5: Culture of Trust through Action.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.
RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Texas Southern University Charter School, effective May 15, 2020.
Authority to Negotiate and Execute Renewal Agreements with Contract Charter Schools for the 2020–2021 School Year

BACKGROUND:
Currently, all charter schools entering year three of a three-year contract term. This item brings the charter school performance contracts forward to the board for their annual renewal, which upon approval, provides the Superintendent the authority to approve funding for these campuses for the 2020–2021 school year.

OBJECTIVES:
- To increase student achievement for HISD students by providing additional, high-quality educational options.
- To spur educational innovation by providing additional flexibilities from HISD Board policy through the performance contract.
- To provide a framework for increasing the academic and financial oversight of in-district charter campuses per Legislative Budget Board (LBB) recommendations.

FUTURE PLANS FOR CHARTER SCHOOL OVERSIGHT:
Recommendation 17 of the LBB report notes the need for additional systems and frameworks to monitor the performance of in-district charter schools. With these recommendations in mind, HISD plans to implement several changes this year, and in future years, related to increasing oversight:

The administration plans to bring forward policy revisions to EL(LOCAL), which upon approval of the board, will allow the administration to amend these contracts with more specific performance metrics that will be integrated into future agreements.

Significant changes proposed in the new EL(LOCAL) policy include:

- A revised performance contract which addresses the operational structure and financial structure of the charter campus;
- Contracts with a length of five years, subject to a high-stakes review in year three, aligned to metrics set for the campus set by the district as it relates to student performance, core academic-model specific milestones, Special Education services, operational performance milestones and audit requirements;
- Development of a comprehensive performance accountability and compliance monitoring system aligned with the Board’s performance standards that provides the board with the information to make rigorous, evidence-based decisions regarding future contract renewals.

To implement these policies, the district plans to take the following actions to ensure increased accountability and oversight. The district is recommending a phased-in approach to these changes to be able to give our contracted Charter schools enough time to implement the necessary changes:

- Develop a single office responsible for the academic, operational, and financial oversight for HISD’s in-district charter campuses.
- Implement a phased-in approach to amending oversight structures:
  - 2020–2021 School Year
▪ Pass an amended EL(LOCAL) board policy
▪ Utilize existing contract format and finalize the HISD Charter School Performance Framework to use with charter schools for the 2021–2022 school year.
▪ Develop a board monitoring framework and process for future charter school accountability.
▪ Develop a new RFP process for Charter Schools to re-apply for their in-district charter status
▪ Amend contracts to add additional sections/provisions aligned to recommendations in LBB and add the new HISD Charter School Performance Framework to 2021–2022 contracts. The contract for 2021–2022 would be a one-year probationary contract that allows time for all campuses to transition successfully to the new accountability framework.

○ 2021–2022 School Year
▪ Implement School Performance Framework for its first full academic year.
▪ Conduct a charter school performance review in the early fall to review 2020–2021 academic performance.
▪ All current HISD charter schools will engage in an RFP process to re-apply for their status as an HISD in-district charter as their charter contracts end at the end of 2020–2021.
▪ All in-district charter partners selected through the RFP process will receive new, revised, five-year contracts to start the 2022–2023 school year.
Office of the Superintendent of Schools  
Board of Education Meeting of May 14, 2020

Office of Strategy and Innovation  
Rick Cruz, Chief Strategy and Innovation Officer

SUBJECT: **AUTHORITY TO NEGOTIATE AND EXECUTE A RENEWAL AGREEMENT WITH YOUNG LEARNERS CHARTER SCHOOL FOR THE 2020–2021 SCHOOL YEAR**

The Houston Independent School District (HISD) requests that the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Young Learners Charter School, an HISD contract charter school. This action will facilitate the implementation of rigorous performance standards at HISD contract charter schools for school year 2020–2021.

Each agreement includes a program description, services to be provided by the school and by HISD, a compensation process, data management procedures, and standards for accountability. HISD’s chief financial officer attests that the charter has submitted an unqualified audit opinion for the end of the 2019 fiscal year, and that he is aware of no other obstacles to renewing the contract.

**COST/FUNDING SOURCE(S):** The total cost for this contract is estimated at $6,020,000 million. Cost will be based on actual student enrollment at each contracted charter and the terms in each contract.

<table>
<thead>
<tr>
<th>Fund Source</th>
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</table>

**STAFFING IMPLICATIONS:** Charters will be staffed according to enrollment. District staffing for oversight of charters is required.

**ORGANIZATIONAL GOALS/IMPACT:** This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports, Core Initiative 4: Data-Driven Accountability, and Core Initiative 5: Culture of Trust through Action.

**THIS ITEM DOES REQUIRE CONSULTATION.**

**THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.**
RECOMMENDED: That the Board of Education authorizes the superintendent of schools or a designee to negotiate and execute a renewal agreement with Young Learners Charter School, effective May 15, 2020.
Authority to Negotiate and Execute Renewal Agreements with Contract Charter Schools for the 2020–2021 School Year

BACKGROUND:
Currently, all charter schools entering year three of a three-year contract term. This item brings the charter school performance contracts forward to the board for their annual renewal, which upon approval, provides the Superintendent the authority to approve funding for these campuses for the 2020–2021 school year.

OBJECTIVES:

- To increase student achievement for HISD students by providing additional, high-quality educational options.
- To spur educational innovation by providing additional flexibilities from HISD Board policy through the performance contract
- To provide a framework for increasing the academic and financial oversight of in-district charter campuses per Legislative Budget Board (LBB) recommendations.

FUTURE PLANS FOR CHARTER SCHOOL OVERSIGHT:
Recommendation 17 of the LBB report notes the need for additional systems and frameworks to monitor the performance of in-district charter schools. With these recommendations in mind, HISD plans to implement several changes this year, and in future years, related to increasing oversight:

The administration plans to bring forward policy revisions to EL(LOCAL), which upon approval of the board, will allow the administration to amend these contracts with more specific performance metrics that will be integrated into future agreements.

Significant changes proposed in the new EL(LOCAL) policy include:

- A revised performance contract which addresses the operational structure and financial structure of the charter campus;
- Contracts with a length of five years, subject to a high-stakes review in year three, aligned to metrics set for the campus set by the district as it relates to student performance, core academic-model specific milestones, Special Education services, operational performance milestones and audit requirements;
- Development of a comprehensive performance accountability and compliance monitoring system aligned with the Board’s performance standards that provides the board with the information to make rigorous, evidence-based decisions regarding future contract renewals.

To implement these policies, the district plans to take the following actions to ensure increased accountability and oversight. The district is recommending a phased-in approach to these changes to be able to give our contracted Charter schools enough time to implement the necessary changes:

- Develop a single office responsible for the academic, operational, and financial oversight for HISD’s in-district charter campuses.

- Implement a phased-in approach to amending oversight structures:
  - 2020–2021 School Year
▪ Pass an amended EL(LOCAL) board policy
▪ Utilize existing contract format and finalize the HISD Charter School Performance Framework to use with charter schools for the 2021–2022 school year.
▪ Develop a board monitoring framework and process for future charter school accountability.
▪ Develop a new RFP process for Charter Schools to re-apply for their in-district charter status
▪ Amend contracts to add additional sections/provisions aligned to recommendations in LBB and add the new HISD Charter School Performance Framework to 2021–2022 contracts. The contract for 2021–2022 would be a one-year probationary contract that allows time for all campuses to transition successfully to the new accountability framework.

  o 2021–2022 School Year
    ▪ Implement School Performance Framework for its first full academic year.
    ▪ Conduct a charter school performance review in the early fall to review 2020–2021 academic performance.
    ▪ All current HISD charter schools will engage in an RFP process to re-apply for their status as an HISD in-district charter as their charter contracts end at the end of 2020–2021.
    ▪ All in-district charter partners selected through the RFP process will receive new, revised, five-year contracts to start the 2022–2023 school year.
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
BOARD OF EDUCATION MEETING OF MAY 14, 2020

OFFICE OF FINANCE
Glenn Reed, Interim Chief Financial Officer

SUBJECT: APPROVAL OF VENDOR AWARDS FOR PURCHASES OVER $100,000 AND RATIFICATION OF VENDOR AWARDS FOR PURCHASES UNDER $100,000

The purpose of this item is to authorize vendor awards for purchases over $100,000 and ratify vendor awards for purchases under $100,000. Pursuant to Board of Education policy, contracts for purchases over $100,000 are submitted to the Houston Independent School District (HISD) Board of Education for approval prior to the issuance of purchase orders and/or agreement letters. Procurement Services, authorized by board policy, enters into purchase agreements for bid projects less than $100,000, subject to ratification by the Board of Education.

When determining the successful bidder, consideration is given to the quality of the articles supplied, conformity with developed specifications, suitability to the requirements of the educational system, and delivery terms. All advertised bids are in compliance with minority- and woman-owned business enterprise procedures. All contracts are negotiated and executed with the supplier(s) providing the best overall value for the district.

The attachment reflects the names of successful bidders, the budgets to be charged, and a description of the items to be purchased. A copy of each tabulation is on file in Board Services.

COST/FUNDING SOURCE(S): Funds for these recommended actions will be necessary only one time.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five core initiatives of the district.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves vendor awards for purchases over $100,000 and ratifies vendor awards for purchases under $100,000, effective May 15, 2020.
## Project Information

| 20-01-02 – RFP / Compensation Study Services (Williams) – (CHRO) |

## Project Description

The purpose of this contract is to obtain compensation study services for all pay groups including market study, recommendations to improve the teacher salary and stipend schedule, and to help ensure competitive pay for all employees. Based on annual appropriations, the projected expenditure is not to exceed $362,000 for the duration of the contract. The district applied the "Best Value" process in selecting the vendors to be awarded in accordance with Chapter 44 of the Texas Education Code (TEC) and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).

## RFx’s Viewed/ Received

| 201/3 |

## Project Term

The contract term is from March 10, 2020, through March 9, 2021, with four annual renewals, not to extend beyond March 9, 2025.

## Amount not to Exceed (Project Term)

$362,000

## Budget Information

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## Recommended Vendor(s) for Approval

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<tr>
<th>Name</th>
<th>M/WBE Commitment</th>
<th>Location</th>
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<tbody>
<tr>
<td>Management Advisory Group International, Inc.</td>
<td>C-100%</td>
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Page 1 of 13
## Approval of Purchases Over $100,000
Recommended for 5/14/2020 Board Agenda

<table>
<thead>
<tr>
<th>Project Information</th>
<th>20-10-16 – RFP / Pharmacy Benefit Manager (Wright) – (CFO)</th>
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<tbody>
<tr>
<td><strong>Project Description</strong></td>
<td>The purpose of this contract is to obtain a pharmacy benefit manager for employees. Based on annual appropriations, the projected expenditure is not to exceed $210,000,000 for the duration of the contract. The district applied the &quot;Best Value&quot; process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
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<tr>
<td><strong>RFx’s Viewed/ Received</strong></td>
<td>65/8</td>
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<tr>
<td><strong>Project Term</strong></td>
<td>The contract term is from May 14, 2020 January 1, 2021, through May 13 December 31, 2023, with two annual renewals, not to extend beyond April 13 December 31, 2025.</td>
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<tr>
<td><strong>Amount not to Exceed (Project Term)</strong></td>
<td>$210,000,000</td>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td>Express Scripts, Inc.</td>
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Approval of Purchases Over $100,000
Recommended for 5/14/2020 Board Agenda

<table>
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<tr>
<th>Project Information</th>
<th>20-11-03 – RFP / Collection Agency Services (Williams) – (CFO)</th>
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<tr>
<td>Project Description</td>
<td>The purpose of this contract is to obtain collection agency services on a contingency basis. Based on annual appropriations, the projected expenditure is not to exceed $1,200,000 for the duration of the contract. The district applied the &quot;Best Value&quot; process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
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<td>RFx’s Viewed/ Received</td>
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<tr>
<td>Project Term</td>
<td>The contract term is from May 14 15, 2020, through May 13 14, 2021, with four annual renewals, not to extend beyond April 13 May 14, 2025.</td>
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<td>Amount not to Exceed (Project Term)</td>
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<th>Recommended Vendor(s) for Approval</th>
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<tr>
<td>Name</td>
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<td>FMA Alliance, LTD</td>
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## Approval of Cooperative Purchases Over $100,000
Recommended for 5/14/2020 Board Agenda

<table>
<thead>
<tr>
<th>Project Information</th>
<th>20-02-01-01 – Cooperative / Video Systems for School Buses and Fleet (Isom) – (COO)</th>
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</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>The purpose of this cooperative contract is to provide radio communication and video recording products and services for districtwide school buses and fleet vehicles. Based on annual appropriations, the projected expenditure is not to exceed $450,000 for the duration of the contract. This is a cooperative agreement with BuyBoard utilizing cooperative contract number 604-20 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
</tr>
<tr>
<td>RFx’s Viewed/ Received</td>
<td>N/A</td>
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<tr>
<td>Project Term</td>
<td>The contract term is from May 15, 2020, through March 31, 2021, with two annual renewals, if BuyBoard executes it contract renewal options, not to extend beyond March 31, 2023.</td>
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<tr>
<td>Amount not to Exceed (Project Term)</td>
<td>$450,000</td>
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### Budget Information

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<tbody>
<tr>
<td>Safety Vision, LLC</td>
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</table>
### Project Information

| 20-02-02-09 – Cooperative / Maintenance, Repair, and Operations (MRO) Supplies (March) – (COO) |

### Project Description

The purpose of this cooperative contract is to ratify expenditures and obtain original equipment manufacturer (OEM) after-market parts, and construction and maintenance operations supplies and materials on an as-needed basis districtwide. Based on annual appropriations, the projected expenditure is not to exceed $560,000 for the duration of the contract. This is a cooperative agreement with OMNIA Partners utilizing contract numbers R192002, R192004, R192005 and R192008 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).

### RFx’s Viewed/ Received

N/A

### Project Term

The contract term is from May 15, 2020, through March 30, 2023, with four two annual renewals, if OMNIA Partners executes its contract renewal options, not to extend beyond March 31, 2025.

### Amount not to Exceed (Project Term)

$3,500,000

### Budget Information

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<tr>
<td>Midwest Motor Supply dba Kimball West</td>
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<tr>
<td>Lawson Products, Inc.</td>
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<td>LOWE’s Home Centers, LLC</td>
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<tr>
<td>W.W. Grainger, Inc.</td>
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<tr>
<td>WESCO Distribution, Inc.</td>
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### Approval of Cooperative Purchases Over $100,000
#### Recommended for 5/14/2020 Board Agenda

<table>
<thead>
<tr>
<th>Project Information</th>
<th>20-04-03-02 – Cooperative / Nintex Software Products &amp; Related Services (Ly) – (CTO)</th>
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</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>The purpose of this contract is to obtain software, hardware and software maintenance, and related services including but not limited to Nintex Workflow and Forms for SharePoint servers. Based on annual appropriations, the projected expenditure is not to exceed $800,000 for the duration of the contract. This is a cooperative agreement with the Texas Department of Information Resources (DIR) utilizing cooperative contract number DIR-TSO-4319 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
</tr>
<tr>
<td>RFx's Viewed/ Received</td>
<td>N/A</td>
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<tr>
<td>Project Term</td>
<td>The contract term is from May 15, 2020, through December 13, 2020, with four renewals, if DIR executes its contract renewal options, not to extend beyond December 13, 2024.</td>
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<td>Amount not to Exceed (Project Term)</td>
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<tr>
<td>Optimum Consultancy Services, LLC.</td>
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Approval of Cooperative Purchases over $100,000
Recommended for 5/14/2020 Board Agenda

<table>
<thead>
<tr>
<th>Project Information</th>
<th>20-04-05-23 – Cooperative / Sanitation and Infection Control Products and Services (Teer) – (CTO)</th>
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</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>The purpose of this cooperative contract is to obtain sanitation and infection control products and services, including but not limited to the disinfection of technology equipment districtwide. Based on annual appropriations, the projected expenditure is not to exceed $1,600,000 for the duration of the contract. This is a cooperative agreement with The Interlocal Purchasing System (TIPS) utilizing cooperative contract number 200106 in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
</tr>
<tr>
<td>RFx’s Viewed/ Received</td>
<td>N/A</td>
</tr>
<tr>
<td>Project Term</td>
<td>The contract term is from May 15, 2020, through March 31, 2023, with one annual renewal, if TIPS executes its contract renewal option, not to extend beyond March 31, 2024.</td>
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<td>Amount not to Exceed (Project Term)</td>
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<th>M/WBE Commitment</th>
<th>Location</th>
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<tbody>
<tr>
<td>Infection Controls, Inc dba GermBlast</td>
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</table>
### Project Information

| 96-11-XX – RFP / Financial Systems and Associated Services Annual Software Renewal (Teer) – (CTO) Term Extension & NTE |

### Project Description

The purpose of this contract amendment is to execute an extension for services provided by SAP Public Services, Inc. for software maintenance for SAP to ensure continuous operational support for the enterprise-level Financial / Accounting / Human Resources management system. Based on annual appropriations, the projected expenditure is not to exceed $5,300,000 for the duration of this contract. The district applied the “Best Value” process in selecting the suppliers to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).

### RFx’s Viewed/ Received

N/A

### Project Term

The contract term is from July 1, 2020, through June 30, 2021.

### Amount not to Exceed (Project Term)

$5,300,000

### Budget Information

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<td>AD53990000000000000</td>
<td>6249000000</td>
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<thead>
<tr>
<th>Fund</th>
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<th>Functional Area</th>
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### Recommended Vendor(s) for Approval

<table>
<thead>
<tr>
<th>Name</th>
<th>M/WBE Commitment</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>SAP Public Services, Inc.</td>
<td>-</td>
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</tr>
</tbody>
</table>
Amendment to Items Approved on a Prior Board Agenda
Recommended for 5/14/2020 Board Agenda

<table>
<thead>
<tr>
<th>Project Information</th>
<th>16-03-25 - RFP / Elevators and Wheelchair Maintenance (Artola) - (COO) NTE Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>This contract was originally approved by the Board of Education on May 12, 2016. The purpose of this contract amendment is to request a ratification and an increase to the spending limit authorization on the purchase of elevator service, maintenance, inspections, and repairs districtwide. Based on annual appropriations, the projected expenditure is not to exceed $2,585,000 for the duration of the contract. The district applied the &quot;Best Value&quot; process in selecting the vendor to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
</tr>
<tr>
<td>RFx’s Viewed/Received</td>
<td>N/A</td>
</tr>
<tr>
<td>Project Term</td>
<td>The contract term is from May 13, 2016, through May 12, 2017, with four annual renewals, not to extend beyond May 12, 2021.</td>
</tr>
<tr>
<td>Amount not to Exceed (Project Term)</td>
<td>$2,585,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Information</th>
<th>Fund</th>
<th>Various Schools and/or Departments</th>
<th>Cost Center</th>
<th>Functional Area</th>
<th>General Ledger</th>
<th>I/O</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fund</td>
<td>Cost Center</td>
<td>Functional Area</td>
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<td>General Ledger</td>
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<td></td>
<td>Fund</td>
<td>Cost Center</td>
<td>Functional Area</td>
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<td></td>
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<td>General Ledger</td>
<td>I/O</td>
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</tr>
<tr>
<td>Recommended Vendor(s) for Approval</td>
<td>Name: A&amp;F Elevator Company</td>
<td>M/WBE Commitment: C-D</td>
<td>Location: T</td>
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</tr>
<tr>
<td></td>
<td>Name: Elevator Transportation Services, Inc.</td>
<td>M/WBE Commitment: C-D</td>
<td>Location: T</td>
<td></td>
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</tr>
</tbody>
</table>
**Amendment to Items Approved on a Prior Board Agenda**  
**Recommended for 5/14/2020 Board Agenda**

**Project Information**  
19-04-34-23 – Cooperative / Educational Support Services for English Language Learners (ELLs) (Bellard) – (CAO) - NTE Increase

**Project Description**  
The contract was originally approved by the Board of Education on June 18, 2019. The purpose of this contract amendment is to request an increase to the spending limit authorization for professional services and instructional materials districtwide for educational support services for ELLs. Based on annual appropriations, the projected expenditure is not to exceed $1,000,000 for the duration of the contract. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC, Chapter 791 of the Government Code, and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).

**RFx’s Viewed/ Received**  
N/A

**Project Term**  
The contract term is from June 19, 2019, through June 18, 2020, if TIPS executes its contract renewal options, not to extend beyond August 27, 2020.

**Amount not to Exceed (Project Term)**  
$1,000,000

**Budget Information**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Cost Center</th>
<th>Functional Area</th>
<th>General Ledger</th>
<th>I/O</th>
<th>Fund</th>
<th>Cost Center</th>
<th>Functional Area</th>
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<tbody>
<tr>
<td>Various Schools and/or Department</td>
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<td>Various Schools and/or Department</td>
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**Recommended Vendor(s) for Approval**

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<tr>
<th>Name</th>
<th>M/WBE Commitment</th>
<th>Location</th>
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<tbody>
<tr>
<td>Seidlitz Education, LLC</td>
<td>-</td>
<td>OT</td>
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</tbody>
</table>
### Project Information

**16-10-53 – RFP / College and Career Readiness Materials and Services (Scherer) – (CSIO) Vendor Name Change**

### Project Description

This contract was approved by the Board of Education on June 8, 2017. The purpose of this contract amendment is to change the name of an awarded vendor. Pearson K12 Learning, LLC, changed its business name to Gateway Education Holdings LLC dba Savvas Learning Company, LLC. The purpose of this contract is to purchase career and technical education (CTE) materials and services for the district. The district applied the "Best Value" process in selecting the supplier to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).

### RFx’s Viewed/ Received

N/A

### Project Term

The original contract term is from July 1, 2017, through June 30, 2018, with four annual renewals, not to extend beyond June 30, 2022.

### Amount not to Exceed (Project Term)

N/A

### Budget Information

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<tr>
<th>Fund</th>
<th>Cost Center</th>
<th>Functional Area</th>
<th>General Ledger</th>
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<td>Cost Center</td>
<td>Functional Area</td>
<td>General Ledger</td>
<td>I/O</td>
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<td>General Ledger</td>
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<td>Fund</td>
<td>Cost Center</td>
<td>Functional Area</td>
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<tr>
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### Recommended Vendor(s) for Approval

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<thead>
<tr>
<th>Name</th>
<th>M/WBE Commitment</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Gateway Education Holdings LLC dba Savvas Learning Company LLC</td>
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</table>
Amendment to Items Approved on a Prior Board Agenda
Recommended for 5/14/2020 Agenda

<table>
<thead>
<tr>
<th>Project Information</th>
<th>17-02-02-B – RFP / Supplemental Curriculum and Materials (Svitek) – (CAO) Vendor Name Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>The original contract was approved on August 10, 2017. The purpose of this contract amendment is to change the name of an awarded vendor. Great Minds, LLC, changed its business name to Great Minds PBC. The purpose of this contract is to provide districtwide teacher and staff development services. The district applied the &quot;Best Value&quot; process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
</tr>
<tr>
<td>RFP’s Viewed/Received</td>
<td>N/A</td>
</tr>
<tr>
<td>Project Term</td>
<td>The original contract term is from January 17, 2020, through September 20, 2020, with two annual renewals, not to extend beyond September 20, 2022.</td>
</tr>
<tr>
<td>Amount not to Exceed (Project Term)</td>
<td>N/A</td>
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<table>
<thead>
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<td>Cost Center</td>
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<td>General Ledger</td>
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<table>
<thead>
<tr>
<th>Recommended Vendor(s) for Approval</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Great Minds PBC</td>
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**Amendment to Items Approved on a Prior Board Agenda**  
**Recommended for 5/14/2020 Agenda**

<table>
<thead>
<tr>
<th><strong>Project Information</strong></th>
<th>18-12-14 – RFP / Magnet Lottery and Online Application System (Svitek) – (CSIO) Vendor Name Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Description</strong></td>
<td>This contract was originally approved by the Board of Education on May 10, 2018. The purpose of this contract amendment is to change the name of an awarded vendor. Firefly Digital, Inc., changed its business name to SchoolMint, Inc. The purpose of this contract is to provide an online application system for the district magnet program for the Office of School Choice. The district applied the &quot;Best Value&quot; process in selecting the vendors to be awarded in accordance with Chapter 44 of the TEC and district purchasing and acquisition policies CH(LOCAL) and CH(LEGAL).</td>
</tr>
<tr>
<td><strong>RFP’s Viewed/ Received</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Project Term</strong></td>
<td>The original contract term is from June 1, 2018, through May 31, 2019, with four annual renewals, not to extend beyond August 30, 2023.</td>
</tr>
<tr>
<td><strong>Amount not to Exceed (Project Term)</strong></td>
<td>N/A</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Budget Information</strong></th>
<th>Fund</th>
<th>1993900001</th>
<th>Fund</th>
<th>Various Schools and/or Departments</th>
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<thead>
<tr>
<th><strong>Recommended Vendor(s) for Approval</strong></th>
<th>Name</th>
<th>M/WBE Commitment</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SchoolMint, Inc.</td>
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Page 13 of 13
Office of the Superintendent of Schools
Board of Education Meeting of May 14, 2020

Office of Finance
Glenn Reed, Interim Chief Financial Officer

SUBJECT: **APPROVAL OF CURRENT AND ANTICIPATED DONATIONS FOR DISTRICTWIDE AND SCHOOL-SPECIFIC PROGRAMS AND AUTHORIZATION TO NEGOTIATE, EXECUTE, AND AMEND NECESSARY CONTRACTS ASSOCIATED WITH THESE DONATIONS**

In accordance with board policy, all donations in aggregate of $5,000 or more must be approved by the Houston Independent School District Board of Education.

The attachment reflects a summary of proposed donations.

COST/FUNDING SOURCE(S): Shown on the attached list.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approves the proposed donations for districtwide and school-specific programs and authorizes the superintendent or a designee to negotiate, execute, and amend necessary contracts, effective May 15, 2020.
## SUMMARY OF DONATIONS GREATER THAN $5,000

<table>
<thead>
<tr>
<th>Donor</th>
<th>Receiving School/ Department</th>
<th>Donation Disbursement</th>
<th>Total Value of Donation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPVA Friends</td>
<td>Kinder High School for Performing and Visual Arts (HSPVA)</td>
<td>Instructional Supplies and Materials</td>
<td>$10,700</td>
</tr>
<tr>
<td>ProUnitas Inc.</td>
<td>Houston Independent School District (HISD) Wraparound Services Department</td>
<td>Direct cash funds to families in need</td>
<td>$87,000 In-kind</td>
</tr>
<tr>
<td>Astros Foundation</td>
<td>Strategic Partnerships</td>
<td>2020 HISD Educator of the Year</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

HSPVA Friends has donated funds to Kinder HSPVA for instructional supplies and materials. HSPVA Friends is a 501(c)(3) nonprofit organization that collaborates with community leaders, artists, and parents to cultivate and disseminate private funding for arts activities at Kinder HSPVA for which public funding is either unavailable or insufficient. This donation can only be used for the purpose intended.

ProUnitas, in partnership with #GiveTogetherNow, would like to provide HISD with 174 one-time cash transfers of $500 to support families affected by the COVID-19 pandemic. This donation will be managed by the Wraparound Services Department. The funds are intended to temporarily cover the cost of basic needs including groceries, rent, mortgage payments, childcare, or anything else recipient families deem they need. The funds are unrestricted and can be distributed to any family without verifying job loss, income level, or effects of COVID-19 on their family. These funds are to be distributed to any HISD school that has identified need through the PurpleSENSE Student Assistance Form (SAF) or other forms of identification. Increments of $500 in direct cash funds will be transferred to students’ families who apply using the link: https://fund.uptogether.org/givetogthernow-code. This donation can only be used for the purpose intended.

The Astros Foundation has donated $5,000 to the HISD Strategic Partnerships Department to provide support for the HISD Educator of the Year program. Annually, HISD pays tribute to the district’s top elementary and secondary teachers of the year during the Educators of the Year banquet. This year the Educators of the Year banquet has been cancelled due to the coronavirus pandemic. However, since the Astros Foundation had already made the commitment, the organization still wants HISD to receive this donation in support of the program. The program celebrates the success of all campus elementary-, middle-, and high-school Teacher of the Year honorees and culminates with the exciting recognition of the district Elementary and Secondary Teacher of the Year winners. The program also includes recognitions for Beginning Teachers of the Year, Fan Favorite Teachers, Associate Teachers of the Month, Achieve 180 Dedicated Associate Teachers of the Month, Employees of the Month, Sterling McCall VIP Services Teachers of the Month, Principals of the Year, Area Principals of the Year, Area First-Year Principals of the Year, Librarian of the Year, Leadership Excellence Award, Emily Scott Evans Award, and the Ann Sledge Instructional Coach Excellence Award. This donation can only be used for the purpose specified.
# SUMMARY OF DONATIONS GREATER THAN $5,000

<table>
<thead>
<tr>
<th>Donor</th>
<th>Receiving School/ Department</th>
<th>Donation Disbursement</th>
<th>Total Value of Donation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kroger via HISDFoundation</td>
<td>HISD Foundation/Strategic Partnerships</td>
<td>2020 HISD Educator of the Year</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$1,200 In-kind</td>
</tr>
</tbody>
</table>

Kroger has donated $5,000 to the HISD Strategic Partnerships Department via the HISD Foundation to provide support for the annual HISD Educator of the Year Banquet. Although the banquet has been cancelled due to the coronavirus pandemic, the funds will still be used to recognize the honorees. This donation also includes 12 $100 Kroger gift cards valued at $1,200 to be awarded to the finalists. Annually, HISD pays tribute to the district’s top elementary and secondary teachers of the year during an Educators of the Year banquet. The program celebrates the success of all campus elementary-, middle-, and high-school Teacher of the Year honorees and culminates with recognition of the district Elementary and Secondary Teacher of the Year winners. The event also includes recognitions for Beginning Teachers of the Year, Fan Favorite Teachers, Associate Teachers of the Month, Achieve 180 Dedicated Associate Teachers of the Month, Employees of the Month, Sterling McCall VIP Services Teachers of the Month, Principals of the Year, Area Principals of the Year, Area First-Year Principals of the Year, Librarian of the Year, Leadership Excellence Award, Emily Scott Evans Award, and the Ann Sledge Instructional Coach Excellence Award. This donation can only be used for the purpose intended.

**Total Value of Donations: $108,900**
Office of the Superintendent of Schools
Board of Education Meeting of May 14, 2020

Office of Finance
Glenn Reed, Interim Chief Financial Officer

SUBJECT: ACCEPTANCE OF GRANT FUNDS IN SUPPORT OF DISTRICTWIDE AND SCHOOL-SPECIFIC PROGRAMS AND AUTHORIZATION TO NEGOTIATE AND EXECUTE CONTRACTS REQUIRED UNDER THE GRANTS

In accordance with board policy, all grant funds in aggregate of $5,000 or more must be approved by the Houston Independent School District Board of Education.

The attachment reflects a summary of grants awarded to HISD.

COST/FUNDING SOURCE(S): Shown on the attached list.

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES NOT REQUIRE CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed grant funds for districtwide and school-specific programs and authorizes the superintendent of schools or designee to negotiate and execute contracts required under the grants, effective May 15, 2020.
SUMMARY OF GRANTS GREATER THAN $5,000

<table>
<thead>
<tr>
<th>Grantor</th>
<th>Receiving School/ Department</th>
<th>Grant Disbursement</th>
<th>Total Value of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Education Agency (TEA)</td>
<td>College and Career Readiness</td>
<td>Summer Career and Technical Education (CTE) program</td>
<td>$50,000</td>
</tr>
<tr>
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</tr>
<tr>
<td>The TEA has awarded the 2019–2020 Summer CTE grant to the district’s College and Career Readiness Department. The grant award of $50,000 will be used to implement a summer-bridge program to serve 46 students during the grant period of May 1 to August 31, 2020. The Fast Track to Work Summer Bridge program, in partnership with Houston Community College, will provide students access to industry-based certification programs under the Continuing Education Model. This model allows students to extend their existing CTE coursework completed in high school through the summer bridge to earn certifications that will increase their employability and earning potential. The funds can only be used for the purpose intended in the grant application.</td>
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<tr>
<td>Environmental Protection Agency (EPA)</td>
<td>Fleet Operations</td>
<td>School Bus Rebates</td>
<td>$200,000</td>
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<tr>
<td>The EPA’s 2019 Diesel Emission Reduction Act (DERA) School Bus Rebates program has selected the Houston Independent School District (HISD) for funding. The amount of $200,000 has been reserved for the district’s use in the program to scrap and replace 10 buses. EPA will issue rebate funds within a month of determining that a selectee has submitted a completed Payment Request Form and all supporting documents, including proof of scrappage of the replaced vehicle and proof of the new vehicle delivery or technology installation. The funds can only be used for the purpose intended in the grant application.</td>
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<tr>
<td>TEA</td>
<td>Facilities Services</td>
<td>School Safety and Security Upgrades</td>
<td>$3,394,317</td>
</tr>
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<tr>
<td>The TEA has awarded to HISD a grant in the amount of $3,394,317 under the auspices of the School Safety and Security Grant Program. The purpose of the grant program is to provide funding to public schools to upgrade campuses’ safety and security features. Through HISD’s grant award, schools will receive safety and security upgrades to their campuses, including new security camera upgrades, upgrades to their security system servers, and new perimeter fencing for campuses. The grant funds will also include the labor and installation costs for the safety and security upgrades. The schools will be selected based on the magnitude of need for new safety and security upgrades in the areas covered by the awarded grant. The grant period is January 1, 2020, to May 31, 2021. The grant funds can only be used for the purpose intended in the grant application.</td>
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</tr>
<tr>
<td><strong>Total Value of Grants: $3,644,317</strong></td>
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</table>
SUBJECT: DESIGNATION OF PERSONNEL FOR CALCULATION OF DISTRICT’S EFFECTIVE TAX RATE AND ROLLBACK TAX RATE FOR TAX YEAR 2020 AND SUBSEQUENT YEARS

In accordance with the Texas Property Tax Code Section 26.04(c), an officer or employee designated by the governing body of a taxing unit shall calculate the effective tax rate and the rollback tax rate for the unit. It is recommended that the Board of Education designates Timothy Momanyi, Interim Officer, Budgeting and Financial Planning, along with appropriate Houston Independent School District (HISD) finance and Harris County Tax Office staff members to calculate HISD’s effective tax rate and rollback tax rate for tax year 2020 and subsequent years.

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to all five core initiatives of the district.

RECOMMENDED: That the Board of Education designates Timothy Momanyi, Interim Officer, Budgeting and Financial Planning, along with appropriate HISD finance and Harris County Tax Office staff members to calculate HISD’s Effective Tax Rate and Rollback Tax Rate for tax year 2020 and subsequent years, effective May 15, 2020.
## Executive Summary

### Purpose:

§26.04(c) of the Texas Property Tax Code requires a school district (governing body) to designate district staff to calculate the district’s effective tax rate and rollback rate for the tax year.

### Prerequisites:

None

### Board Meeting Requirements:

A motion must be made and by vote the board must adopt the resolution designating appropriate Houston Independent School District (HISD) finance and Harris County Tax Office staff members to calculate HISD’s effective tax rate and rollback tax rate for tax year 2020 and subsequent years.
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Board of Education Meeting of May 14, 2020

OFFICE OF LEGAL SERVICES
Elneita Hutchins-Taylor, General Counsel

SUBJECT: APPROVAL OF PROPOSED REVISIONS TO BOARD POLICY EL(LOCAL), CHARTER CAMPUS OR PROGRAM—FIRST READING

Revisions to Board Policy EL(LOCAL) will govern the granting of Houston Independent School District (HISD) authorized charters, pursuant to Chapter 12 of the Texas Education Code (TEC), to in-district campuses managed by HISD, or an external partner; and the granting of performance contracts to external schools in partnership with the district. The TEC permits school districts to grant four types of charters within the guidelines provided in law and policy, identified in the revised policy as: (1) District Campus or Program Charters, (2) External Campus Charters, (3) District Achievement Charters, and (4) District Cooperative Charters. HISD provides funding, oversight, and support to the schools that are governed under a charter agreement approved by the HISD Board of Education.

In addition to statutory charters, revised EL(LOCAL) recognizes external partnerships for educational services as External Performance Contract Campuses. Prior to current state law recognizing charter schools, HISD began its own charter school processes with both in-district and external schools. The revisions to EL(LOCAL) recognize these external campuses. These schools provide educational services to students under a performance contract with the district and are operated by an external chief operating officer or principal engaged by the external entity. Students attending these campuses are a part of HISD for purposes of enrollment numbers and the district’s accountability rating. HISD provides funding, staff development opportunities, oversight, and support to these schools.

This agenda item updates the requirements, processes, and responsibilities of the district related to granting and monitoring charters, as well as External Performance Contract Campuses. The revisions incorporate recommendations from the Legislative Budget Board (LBB) Review, and recommendations from the Board Policy Committee and the administration.

Key policy revisions include:

• Adding language from ELA(LOCAL) regarding “performance contract” requirements
• Adding language from ELA(LOCAL) regarding “oversight and evaluation” which includes a “monitoring system”
• Adding language from ELA(LOCAL) regarding placing a charter school on “probation”
• Adding language from ELA(LOCAL) addressing “revocation of a charter”
• Adding language from ELA(LOCAL) addressing “closure protocols”
• Adding language addressing the nonrenewal and termination of external performance contracts
• Adding language authorizing multi-year charter and performance contract agreements for an initial term of five years, as recommended by the LBB Review, with a rigorous review during the third year of the five-year term
• Contingent upon board approval, subsequent contract terms may be five years or longer. Subsequent contract terms of five years shall have a rigorous review during the third year of the contract term, and contract terms longer than five years shall have the review conducted a minimum of every five years
• Disclosure of board members of the external entity
• Notification of Nonrenewal or cancellation of the contract not later than October 31 that a contract will not be granted for the following school year
• Submission to the district of an annual review document not later than October 1 of each year that includes academic, staffing, vendor contracting, and staff development information from the previous year

COST/FUNDING SOURCE(S): None. District staff will implement and oversee these provisions.

STAFFING IMPLICATIONS: None. District staff identified by the superintendent will monitor the performance and compliance of the schools in the areas of academic and financial accountability.

ORGANIZATIONAL GOALS/IMPACT: This agenda item supports all four district goals and is aligned to Core Initiative 3: Rigorous Instructional Standards and Supports.

THIS ITEM DOES REQUIRE CONSULTATION.

THIS ITEM DOES MODIFY BOARD POLICY.

RECOMMENDED: That the Board of Education accepts the proposed revisions to EL(LOCAL)—Charter Campus or Program on first reading.
The Board recognizes four types of “Charters” pursuant to Chapter 12 of the Texas Education Code.

The four types will be referred to as:

1. **District Campus or Program Charter**: Parent/guardian/teacher initiated program or campus charter on district campuses.

2. **External Campus Charter**: District initiated program or campus charter for a new district campus, or a program that is operated by an external entity that enters into a contract with the district.

3. **District Achievement Charter**: District initiated charter for campuses serving not more than 15% of the district’s total student enrollment or for any campus receiving the lowest performance rating; and

4. **District Cooperative Charter**: Parent/guardian/teacher initiated program charter at two or more campuses for a cooperative charter program.

In addition to these statutory charters, the Board recognizes external partnerships for educational services as External Performance Contract Campuses. These schools provide educational services to students and are operated by an external Chief Operating Officer or principal under an External Performance Contract (“performance contract”) with the District.

The Board shall consider an application for a campus charter or campus program charter, program or cooperative charter, or a response to a Request for Proposals (RFP) for an External Performance Contract Campus, if the applicant:

1. Follows the application/RFP process established by the District.

2. Supplies evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter or campus program charter/External Performance Contract Campus.

3. Supplies to the Board with a petition signed by the parents/guardians of more than 50 percent of the students and by more than 50 percent of the teachers at a campus.

An external entity may propose...
Once a charter to the Board to be established under a charter or performance contract with the District.

Ais granted, a campus or program for which a charter or performance contract is granted is exempt from the instructional and academic rules and Board policies as specified in the charter agreement or performance contract and retains the authority to operate under this the terms of the charter only agreement or performance contract, if the students at the campus or in the program perform satisfactorily as provided by the charter agreement or performance contract.

COMPLIANCE WITH LAW

Campus charters, Charters and campus program charters External Performance Contract Campuses shall comply with all federal law and with state law governing such charters campus shall be secular. [See EL(LEGAL)]

APPLICATION PROCESS

When a Request for Proposals (RFP) is issued, the Superintendent or designee shall schedule an informational meeting for anyone expressing interest in establishing a charter campus or charter program External Performance Contract Campus, including parent/guardian/teacher initiated charters, and external entities applying to partner with the District as an External Performance Contract Campus. Applications and petition forms for charter campuses and charter programs shall be available in the Superintendent’s or designee’s office and online, in accordance with the timelines established by the RFP.

The following applies to External Performance Contract Campuses:

Applicants shall present a draft of the application to the Superintendent or designee in accordance with a timeline established in the RFP. The Superintendent or designee shall work with the applicants in completing the application process.

A public forum shall be held to allow the applicants an opportunity to present their proposals to the Board and to the community prior to formal consideration by the Board.

Final applications and petitions for campus charters or campus charter programs and External Performance Contract Campuses shall be submitted to the District prior to the deadline established in the RFP for a charter in order to be considered by the Board to begin the following school year.

CONTENT OF FINAL APPLICATION

A final application for a campus charter or campus program charter External Performance Contract Campus shall include the following:
1. The purpose and need for such a campus or program, the charter/External Performance Contract Campus;

2. With respect to charter programs, the unique distinction between the proposed program and the District’s current program;

3. A mission and goals statement, and, with respect to External Performance Contract Campuses, the vision and operational structure of the school or program;

4. The curriculum to be offered;

5. A plan for measuring student achievement;

6. A financial plan, which includes a projected budget for operating the school or program;

6.7. A governance and decision-making plan, including a list of local Board policies which shall apply, as well as a list of local policies the applicant is requesting the Board to waive;

7.8. An enrollment and withdrawal process that utilizes District enrollment forms and application dates;

8.9. A plan for maintaining and reporting PEIMS data in accordance with state requirements;

9.10. Discipline procedures;

10.11. A safety and security plan;

11.12. A plan for providing facilities, food and student transportation;

12.13. A facility and maintenance plan that includes routine maintenance as well as emergency procedures for managing potential danger to the health and safety of students and employees;

13.14. An employment plan consistent with federal and applicable state guidelines, due process requirements, and contract non-renewal and termination procedures; and

14.15. The role of the chief operating officer of the school or program who is responsible for personnel, the budget, purchasing, program funds, and other areas of management.

Applicants shall submit with the application the required parent/guardian/teacher petitions, if applicable, indicating evidence of support for the approval of a campus charter or campus program charter.
A charter

Charter schools or programs shall be governed by a formal, written contract—Charter (“governing charter”) that is approved by the Board.

A governing charter shall be established as a written agreement between the District and the charter signed by the HISD Board President, the Superintendent, and the chief operating officer of the campus charter or campus charter program charter. The governing charter shall have a term of ten years, and shall have all content required by state law. The governing charter may, from time to time be amended by approval of the parties and in compliance with the requirements of state law.

Each charter shall:

1. Satisfy contract will be approved by the requirements of the parties in addition to the governing campus charters or campus charter programs. Each charter contract shall:

   1. Comply with all applicable federal and state laws and regulations.

   2. Include the items listed in the application, with any modifications required by the Board.

   3. Stipulate a term length of not less than five years for the charter contract.

   4. Establish a date for review or renewal of the charter contract.

The District shall publish the renewal application process, including the renewal criteria and timelines.

As part of the renewal application process, the District may revoke each charter if it finds, in advance of the renewal decision, a cumulative report that the charter summarizes the charter’s performance record over the contract term and states the District’s summative findings concerning the charter’s performance and its prospects for renewal.

External Performance Contract Campuses shall be governed by a contract that is approved by the Board.

Once an external entity is approved by the Board, the Board shall execute a written performance contract for each campus or charter program, which includes provisions as required by law, and which establishes the legally binding terms under which the campus will operate and be evaluated during the contract term and for renewal.

1. Violates a provision of applicable state or federal law.
2. **Violates a provision of the charter.**

**Fails to meet**

Each External Performance Contract shall address the material terms of the campus’ operation as required by law. Each External Performance Contract shall be granted for an initial period of five years with a comprehensive and rigorous review during the third year of the contract term.

Furthermore, each External Performance Contract shall:

1. Include, but not be limited to, the following metrics:
   a. Student achievement targets aligned to the state accountability system;
   b. Core academic model-specific milestones;
   c. Expectations for appropriate access, education, support services, and outcomes for students with disabilities;
   d. Operational performance milestones; and

2. The Superintendent shall investigate any allegation that a charter campus has violated federal or revocation process for the performance contract by the Board;

3. Comply with all applicable federal and state laws and regulations; and

4. Include the items listed in the application, with any modifications required by the Board.

**Contract Renewal**

Upon the expiration of a performance contract, and contingent on Board approval, subsequent contract terms may be five years or longer. Subsequent contract terms of five years shall have a comprehensive and rigorous review during the third year of the contract term. Contract terms longer than five years shall have the review conducted a minimum of every five years.

**Performance**

In accordance with law, the Board shall renew a performance contract only if the Board finds that the contracting entity has substantially fulfilled its obligations and met the performance standards in the contract, or provisions of the charter, or provisions of the charter has showed progress and provided to the Chief Academic Office a plan to meet the performance standards, and applicable law.
The Board shall consider the following, in addition to other factors specified in the performance contract:

1. Multiple years and measures of performance against the performance standards and expectations established in the performance contract and applicable law;

2. Financial audits;

3. Performance and compliance reports, including site visit reports, if applicable; and

4. The school’s performance on corrective action plans or fail other required interventions, if necessary.

Nonrenewal of Performance Contract

The Board may choose not to renew an External Performance Contract for any of the following reasons:

1. Failure to meet student performance standards or other obligations in the performance contract;

2. Failure to meet generally accepted accounting principles (GAAP) as evidenced by untimely financial reporting and reconciliations, and/or a qualified opinion on the campus’ audited financial statements;

3. Any reason provided in the performance contract;

4. Violation of any provision of the performance contract or applicable state or federal law; or

5. Other reason[s] as determined by the Board.

Notification

If the Board decides not to renew an External Performance Contract, the Board shall notify the campus of the action in writing no later than October 31, in the final year of the campus performance contract. The notice shall include the reasons for the action and the effective date of the nonrenewal, which shall be no later than the end of the current school year.

Standards

The performance contract shall include additional standards established by the Board, including expectations for academic performance, short-term financial performance, long-term financial stability, and operational and governance performance.

The performance contract shall also include a list of District policies by which the campus must comply. The list of policies shall include:

• FFH(LOCAL): Student Welfare, Freedom from Discrimination, Harassment, and Retaliation;
• DAA(LOCAL): Employment Objectives, Equal Employment Opportunity and accompanying regulations;
• DBAA(LOCAL): Employment Requirements and Restrictions, Criminal History and Credit Reports;
• DI(LOCAL): Employee Welfare;
• DIA(LEGAL) and DIA(LOCAL): Employee Welfare, Freedom from Discrimination, Harassment, and Retaliation and accompanying related regulations;
• DG(LEGAL): Employee Rights and Privileges; and
• DGA(LEGAL) and DGA(LOCAL): Employee Rights and Privileges, Freedom of Association;
• FFI (LEGAL) and FFI(LOCAL): Student Welfare, Freedom from Bullying
• CQ (LEGAL) and CQ(LOCAL): Use of Technological Resources
• FFH(LOCAL): Prohibition against discrimination, including gender identity; and
• AE(LOCAL): Goals and Progress Measures and Constraints and Constraint Progress Measures.

The performance standards shall also address expectations for appropriate access, education, support services, and outcomes for students with disabilities.

Oversight and Evaluation

Monitoring System

The Board shall implement a comprehensive performance accountability and compliance monitoring system that is aligned with the Board’s performance standards and provides the Board with the information necessary to make rigorous, evidence-based decisions regarding performance contract renewal, revocation, and probation or other interventions. This monitoring system shall be based on and aligned with academic, financial, operational, and governance standards set forth in the performance contract.

To the extent possible, the Board shall minimize administrative and compliance burdens on External Performance Contract Campuses and focus on holding campuses accountable for outcomes rather than processes.
The Board shall recognize the governing board of the External Performance Contract Campus as independent and autonomous from the Board and District, with full authority and accountability for the school's performance and operations.

Data Collection

External Performance Contract Campuses shall provide information and data to the District as required by the District.

The District shall require each External Performance Contract Campus to report its performance separately and shall hold each campus accountable for its performance.

No later than twenty (20) business days after receipt of the first payment from the District during a school year, and no later than ten (10) business days after receipt of the second and third payments, as set forth in the payment schedule incorporated in the compensation section of the performance contract, the contracting entity will provide to HISD an affidavit signed by the President or CEO of the campus attesting that there are sufficient funds in the External Performance Contract Campus’ accounts to pay for ongoing expenses, including teacher and staff payroll, administrative overhead, utilities, rental or mortgage costs, and all other costs associated with the operation of the school, until receipt of the next scheduled payment from the District. The affidavit shall be submitted to HISD’s Charter School Office for collection, and subsequently shall be submitted to the HISD Chief Financial Officer for review.

Annually an External Performance Contract Campus shall have, at its own expense, its fiscal management. The accounts audited by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. No later than 150 days after the close of the fiscal year, the contracting entity shall deliver the audit report to the Board.

Financial Accountability

External Performance Contract Campuses are expected to utilize accepted accounting standards and maintain sound financial status. Annually, at a time established by the administration and communicated to the schools, the following information must be provided:

1. Salaries of all employees
2. Budget for the upcoming school year
3. Unqualified financial audit for the previous school year performed by a certified public accountant using accepted accounting principles.

Additional financial information may be requested by the District if the District deems it is in the best interest of the parents/guardians and students to review such information. Financial information must be submitted timely as a part of the contract renewal process.

Schools are required to notify the HISD Office of the Superintendent and HISD Chief Financial Officer immediately upon becoming aware of a financial exigency or unexpected financial circumstances that may impact the operation of the school.

**External Performance Contract Evaluation and Reports**

The Superintendent or designee shall develop a school performance framework aligned to the state accountability system by which External Performance Contract Campuses shall be evaluated annually. Performance objectives shall include, at minimum, but not be limited to, student proficiency, academic growth, and college-readiness metrics. Additional objectives as well as a timeline may be developed for new performance campuses established at existing performance schools that do not meet state accountability standards.

The school performance framework shall inform the development of tentative performance contracts and the final performance contract metrics approved by the Board for all External Performance Contract Campuses. Board decisions related to performance campus renewal, probation, or revocation shall be based on the school performance framework.

Annually, the Superintendent shall provide to the Board an evaluation of each External Performance Contract Campus against the performance standards established by the performance contract or law.

Evaluation results shall be provided to the campus’ governing body and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The results of all evaluations shall be made accessible to the public and available on the District website.
Each External Performance Contract Campus shall provide to the district an annual review due on October 1. The review shall include:

1. Contact information of the COO, including email address;

2. Disclosure of the names of board members/officers and contact their information;

3. Disclosure of relatives of the COO within the third degree of consanguinity or affinity receiving compensation and/or serving as board members;

4. Administrative staffing model for the previous year and the current year;

5. Model for serving special needs students;

6. Disclosure of vendor contracts;

7. Summary of academic results in a format provided by district administration;

8. Goals for the current school year developed in conjunction with the district based on academic results from the prior year; and

9. Staff development training provided to teaching staff for the previous school year.

The administration shall provide to the schools the format and process for submission of the review not later than August 1 of each year.

**Campus Autonomy** In accordance with law and the External Performance Contract, the Board shall support the campus’ authority over its campus(es) day-to-day operations.

The performance contract shall define the scope of operational and decision-making authorizations, at minimum, in the areas of, but not limited to:

a. Curriculum and instruction;

b. Staff selection and professional development; and

c. Administrative procedures
**Conflicts of Interest** The District and the external operating partner shall comply with applicable conflict of interest provisions in law.

**Intervention** The District shall give timely notice to the campus of any violations of the performance contract or performance deficiencies justifying formal intervention. The notice shall identify in writing the concerns, and, if applicable, the time frame for remediation. The notice may include additional consequences if any of the concerns are not remedied within the stated timeline.

Depending on the severity of the concern or deficiency, the Board may place an External Performance Contract Campus on probation or terminate the school’s performance contract, in accordance with the terms of the contract and applicable law.

**Probation**

**Criteria** The Board may place an External Performance Contract Campus on probation as permitted by law or the performance contract, or for failure to meet academic performance standards.

**Procedure** In the event of any indication or allegation that an External Performance Contract Campus has committed a violation of law or the performance contract that may warrant probation, the District shall take the following steps:

1. The Superintendent shall investigate the allegations and hold a conference with the chief operating executive officer and governing body of the charter campus or program to discuss any such allegations.

2. If the Superintendent determines that a violation or mismanagement has occurred, the chief operating executive officer of the charter campus or program shall respond to the allegation at the next regularly scheduled Board meeting. The Superintendent shall ensure that the issue is on the agenda, or at a time to be determined by the Board President.

3. The Board shall hear the presentation and take action, if necessary, to place the charter campus or program on probation.

If the Board decides to consider revocation or place the charter school on probation, it shall schedule a public hearing to be held on the campus where the program is located.

4. If an External Performance Contract Campus is placed on probation, the school must take action to remedy the identified violations or underperformance and report on the
status of its corrective actions in accordance within the timeline for remediation established by the District.

5. The District shall establish a timeline for monitoring the campus' corrective actions and reevaluating the campus' status to determine when the campus may be removed from probation or whether to consider revocation.

REVOCA TION/TERMINATION
OF CHARTER, CHARTER CONTRACT OR EXTERNAL PERFORMANCE CONTRACT

Criteria

The Board may revoke a campus or program charter or terminate a charter contract or an external performance contract as permitted by law or the charter, charter contract, or external performance contract for failure to meet performance standards.

The Board shall revoke a charter or terminate a charter contract or external performance contract if the District finds clear evidence of a school's charter's persistent or serious non-performance or violation of law, the charter, charter contract or external performance contract, or the public trust in a way that imperils students or public funds, including any of the following:

1. Persistent or serious violation of applicable state or federal law;

2. Persistent or serious violation of a provision of the charter, charter contract or external performance contract;

3. Persistent or serious failure to meet GAAP, as evidenced by untimely financial reporting and reconciliations, and/or a qualified opinion on the charter's or performance contract campus' audited financial statements;

4. Persistent failure to improve student academic achievement for all student groups;

5. Failure for three consecutive years to meet the academic or financial accountability standards outlined in law;

6. Failure for three consecutive years to meet the academic or financial performance standards established in the charter, charter contract or external performance contract; or

7. Multiple placements on probation as specified in the charter, charter contract or external performance contract.
Procedure for Revocation of Charter or Termination of Charter Contract or External Performance Contract

In the event of an indication or allegation that may warrant charter revocation, charter contract termination or external performance contract termination, the District shall take the following steps:

1. The Superintendent shall investigate the allegations and hold a conference with the chief executive officer and governing body of the charter/External Performance Contract Campus to discuss the allegations.

2. If the Superintendent determines that a violation or mismanagement has occurred, the chief executive officer of the charter or External Performance Contract Campus shall respond to the allegation at the next regularly scheduled Board meeting, or at a time determined by the Board President.

3. The Board shall hear the presentation and take action, if necessary, to revoke the charter or terminate the charter contract or external performance contract. If the Board decides to revoke the charter or terminate the charter contract, it must provide an opportunity for a public hearing as required by law or this policy.

In the event of a health or safety concern, the Board may immediately suspend charter operations before revocation or termination takes effect.

Notification

If the Board decides to revoke a charter or terminate a charter contract or external performance contract, prior to the final year of a multi-year contract, the Board shall notify the chief executive officer of the action in writing not later than October 31st of the school year that the revocation or termination becomes effective, which is at the end of the school year. However, in the event of an emergency closure due to health, safety or other exigent circumstance, a school may be notified of closure at any time. The notice shall include the reasons for the termination and the effective date of the termination, which shall be no later than the end of the current school year or may be effective immediately in the event of a health or safety concern.
In order to facilitate the transition of students attending schools whose charters or contracts have been non-renewed, revoked or terminated, the District will independently notify parents/guardians affected by the non-renewal/revocation/termination within 10 calendar days after notification to the CEO of the charter/External Performance Contract Campus. The Administration shall assist students and their families by providing information about their home campuses, as well as by providing assistance navigating the School Choice options and processes. This will include conducting informational meetings with impacted families.

Each charter campus or program or external performance contract campus shall include a detailed protocol to apply if the Board decides to revoke a charter, not to renew or to terminate a charter contract or external performance contract. The District shall facilitate timely notification to parents/guardians including assistance in finding new educational placements; orderly transition of student records to the District; and disposition of funds, property, and assets in accordance with law. In the event of revoking a charter or nonrenewing or terminating a charter contract or external performance contract, the District shall oversee and work with the governing board and leadership to carry out the protocol.